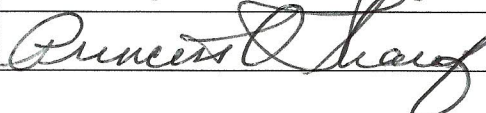



ATTACHMENT 1: COVER SHEET**HIGH SCHOOL INNOVATION RFI****School Information:**

School name:	STEM at Cleveland High School
School address:	5511 15 th Avenue South, Seattle, WA 98108

Principal's Contact Information:

Name:	Princess Shareef		
Day/Work phone:	206-252-7805		
Email address:	pshareef@seattleschools.org		
Signature:		Date:	1-14-2013

Additional Staff Member's Contact Information:

Name:	Lois Brewer		
Title:	Director, Service Learning Seattle & STEM Grants & Resources		
Day/Work phone:	206-252-7874		
Email address:	lbrewer@seattleschools.org		
Signature:		Date:	1-14-2013

ATTACHMENT 2: OVERVIEW STEM AT CLEVELAND HS

In 2009 Cleveland High School had the opportunity to become the City of Seattle's first STEM (Science, Technology, Engineering and Mathematics) focused school. STEM careers are rapidly expanding, according to The US Department of Commerce STEM occupations are projected to grow by 17.0 percent from 2008 to 2018, compared to 9.8 percent growth for non-STEM occupations¹. With employers such as Boeing, Microsoft, The Gates Foundation, and numerous Biotechnology Research Facilities and Health Care Institutions in the Greater Seattle Area, we are a hotbed for STEM activity. The demand for STEM careers is increasing and it is imperative our youth are prepared to enter into these careers beginning with a solid High School education to introduce students to STEM fields and careers, and to instill a passion for learning and application. The Cleveland community spent the 2009-2010 school year engaged in a collaborative planning phase and transitioned in the Fall of 2010 from a comprehensive school to two STEM based small schools or pathways: Life Sciences & Global Health and Engineering & Design. STEM at Cleveland is designed to provide a competitive high school experience with academically rigorous classes and coursework, credits beyond those needed to graduate high school, and equitable access to pursue post secondary education to further their education and experience in the STEM fields.

As part of the STEM program Cleveland made the significant changes to its curriculum and pedagogical strategies. These changes include:

- Increased credits and course work for graduation including 4 years of math, science, specific STEM courses, and social studies/language arts.
- Shift in pedagogical strategies to Project Based Learning and Service Learning. These strategies aim to support students' acquisition of 21st Century Skills, promote youth and community engagement in the learning process and provide an application of learning to real world problems and issues that reflect our students and their communities. Additionally Cleveland moved to a full inclusion model for all English Language Learners and Special Education students.
- Increased technology within the school including a 1:1 laptop program and an online teaching and learning platform, ECHO, a resource for teachers, students and families to interact virtually around coursework and student progress.
- Extensive Professional Development program including weekly meetings for staff to meet as departments, grade level teams, pathway teams, and as a whole school.

In our 3rd year of STEM we have seen students progress. As indicated on the School Report Card on the website of the Office of Superintendent of Public Instruction, Cleveland has improved in a few key areas: Increase in percentage of 10th graders meeting standard on Reading HSPE, Increase in percentage of 10th graders meeting standard on Writing HSPE, and Cleveland continues to close the achievement gap in Math with the percentage of students in Algebra

¹U.S. Department of Commerce. "STEM: Good Jobs Now and for the Future," D. Langdon, D. McKittrick, D. Beede, B. Khan and M. Doms. *Economic and Statistics Administration Issue Brief*, #03-11 (July 2011).
http://www.esa.doc.gov/sites/default/files/reports/documents/stemfinaljuly14_1.pdf (accessed December 31, 2012)

passing the End of Course Exam jumping from nearly 45% in 10-11' school year to 70% in 11-12' school year². We were pleased to note that Cleveland students served by bilingual, IEP, and free and reduced lunch programs are outperforming the state average for those students on both math End Of Course exams. Cleveland has generated other data that point to growth and progress for our students. Since the STEM program began, our enrollment has grown from 700 students (2009-2010) to 820 students (2011-2012). Our attendance rates have improved; in 2009-10, our percentage of students with fewer than 10 absences was 41%. In 2011-12, that percentage had increased to 53%. In 2009-10, 54% of our students graduated in 4 years or fewer. In 2011-12, that percentage has increased substantially to 74%.

We are excited about the progress we have made as a school community however; many aspects of the vision still remain to be implemented to actualize progress for our entire student body. Cleveland serves a diverse student population with nearly 95% students of color, 6.7% students receive ELL services (Over 50% of students have a primary home language other than English), 13% qualify as SPED, and 77.4% students on free and reduced lunch. The diverse and vibrant community at Cleveland is one that is not often reflected in current STEM fields. STEM fields still face a relative absence of African Americans, American Indians and Latinos, and a disparity of women.³ As a school we are committed to supporting all of our students in their successful completion of high school and beyond. The STEM program at Cleveland is not simply a high school program; it is an investment into the future of our students & their communities and an opportunity to support diversity and equity in the STEM fields.

This is no easy task and an investment from the Families and Education Levy would support this. In these ways:

- Increased Collaboration Time for 9th grade core teachers: This allows for teachers to continue to align curriculum and deepen teaching practices. Strong instruction is the most important aspect to ensuring our students success.
- 9th Grade Academic Intervention Specialist: This position will provide the opportunity to identify students needing additional support and connecting them to identified interventions.
- Partnership and Family Engagement: Strengthening relationships with families and community stakeholders will develop support for our students to access post-secondary opportunities and experiences in the STEM field.

By investing in our youth we are investing in their families, in their communities, in our city, and our innovative STEM economy.

²OSPI, Cleveland High School Report

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1070&reportLevel=School&orgLinkId=1070&yrs=&year=2011-12> (Accessed 12/31/12)

³ Dr. Irving Pressley McPhail, "The 'New' American Dilemma: STEM and Minorities," *US News and World Report*, Oct. 11, 2011.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

1. High level trends:

Academic

-Note several improving trends: overall passing rates on HSPE and EOC tests have increased, and on-time promotion of 9th graders has increased. Also, low-income, ELL, and IEP students are doing much better on their math EOCs than those groups of students do on average in the state.

-While offering more college-preparatory courses and more students taking the SAT/ACT, there is a flatness or decline in our college admissions and AP test scores. This data plus classroom observations and teacher feedback make us wonder if instruction is really matching college-readiness standards.

-Note our students lag behind the state average in several strands on the HSPE and EOC; most of the strands they struggle with relate to course specific content. This is especially true in Biology and Algebra. This data makes us wonder if our instruction is really aligned with the needed standards.

Non-Academic

-Attendance: Though Cleveland's overall attendance has improved in recent years, almost half of our students accumulating over 10 absences during the school year. Despite an existing advisory program designed to promote positive school connections and student awareness of caring adults as resources, either half or nearly half of our students do not report such a connection or awareness. We believe this is a contributing factor to student decision-making about attendance. Our theory of action is that more coordinated, systemic outreach through advisory and peer mentorship programs will improve students' feeling of connection to school, and therefore improve attendance.

2. Which subpopulations appear to be struggling? There was a significant and increased gap in our IEP students' achievement on the Reading HSPE, and a significant gap on the first Biology EOC between IEP and non-IEP student achievement.

-Gaps in our HSPE and EOC test scores continue to persist between white and Asian/Asian-American students and Black and Latino students. They also endure between students served by ELL or special education programs compared to students not in those programs.

-Latino students appear to have a markedly higher absence rate than other groups of students.

-IEP and ELL students are significantly overrepresented in our students being disciplined by suspension

3. What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?

-Reading: In the strand data on the Reading HSPE, we lag behind the state average in the areas of informational text (-3 from state average), critical thinking (-4), and literary text (-6). We cannot disaggregate the strand data by subgroups, but we note that IEP students' passing rates on the Reading HSPE dipped from 48.1% in 2010-11 to 40.7% in 2011-12. Note, too, a significant gap between ELL students pass rate (38.5%) and our overall pass rate (77.7%). We notice similar gaps in performance on the Biology EOC. Writing scores have increased and have fewer and far less wide gaps in achievement across subgroups. We conclude that students are struggling with reading in content areas: for information in science and social studies, and with

literary text in the content area of Language Arts classes.

-Math and Science—Strand data from the HSPE tells us that we lag behind the state average for achievement in the areas of course content knowledge. The gap is noticeable in the Algebra EOC results for 9th graders (-3 from the state average). A negative gap in the Biology EOC results for 10th graders: in the strand of application of scientific concepts (-4 from the state average). We wonder if instruction is aligned to the appropriate standards when we see the variance in results.

-Attendance—as noted above, we notice a correlation between lower-than-desired feelings of connection to the school reported by students in surveys, and numbers of students who accumulate too many absences in the course of the year. There is an increase in the number of absences during the second semester, suggesting that attendance habits worsen as the year goes on. This trend is seen across all subgroups and overall among students.

Meeting Standards on State Assessments at Cleveland High School:

KEY INDICATORS	2011-2012 First Time 9 th Grade Students	2012-2013 First Time 9 th Graders 8 th Grade Data	2013-2014
Math MSP 8 th Grade Spring 2012 Meeting or Exceeding Standards <ul style="list-style-type: none"> All ELL IEP Latino African American/African 	n/a	65.3% 141/213 52.6% 10/19 30.8% 8/26 51.5% 17/33 48.8% 40/82	Used to ID Focus Sub- Groups ELL, IEP, Latino, African, African American
Reading MSP 8 th Grade Spring 2012 Meeting or Exceeding Standards <ul style="list-style-type: none"> All ELL IEP Latino African-American 	n/a	66.5% 141/212 26.3% 5/19 52.0% 13/25 50% 11/22 54.8% 46/84	Used to ID Focus Sub- Groups IEP, ELL, Latino, African/African- American
E.O.C. Algebra Meeting or Exceeding Standards (1st Time 9th Graders) <ul style="list-style-type: none"> All ELL IEP African/African Amer. Latino 	70.2% 66.7% 8/12 41.2% 7/17 50.6% 41/81 46.6% 13/28	n/a	Used to ID Focus Sub- Groups IEP, ELL, Latino, African- American/ African
E.O.C. 10 th grade Biology <ul style="list-style-type: none"> All Black Hispanic 	57.1% 100/175 51.6% 33/64 39.1% 9/23	n/a	Used to ID Focus Sub- Groups IEP, ELL, Latino,

<ul style="list-style-type: none"> • ELL • IEP 	33.3% 9/27 11.5% 3/26		African Amer. /African
Students meeting typical growth targets on Reading MAP (1 st time 9 th Graders) - All -ELL -IEP - Latino -African American/African	49.5% 107/216 30.8% 4/13 29.4% 5/17 34.8% 8/23 46.2% 36/78	n/a	Used to ID Focus Sub-Groups: ELL, IEP, Latino, African American/Africa
Students meeting typical growth targets on Math MAP (1 st time 9 th Graders) - All -ELL -IEP -Latino -African American/African	56.3% 120/213 30.8% 4/13 41.2% 7/17 61.9% 13/21 48.7 % 37/76	n/a	Used to ID Focus Sub-Groups: ELL, IEP, Latino, African Amer. /African

On-Time Promotion at Cleveland High School - 9th to 10th Grade:

KEY INDICATORS	2011-2012 First Time 9 th Grade Students	2012-2013 First Time 9 th Graders 8 th Grade Data	2013-2014 Outcome Target
Promoting on time to 10 th grade	85.5%		90%
Passed all Core Courses 1st Semester	77.3% 174/225		82%
Passed all Core Courses 2 nd Semester	71.2% 158/222		76%
First Time 9 th Graders ≤ 5 Absences 1 st semester	69.2% 157/227	67.3% 152/226	72%
First Time 9 th Graders ≤ 5 Absences 2nd semester	55.1% 125/227	52.7% 119/226	58%

Social/Emotional/Behavioral and Health Support at Cleveland High School:

KEY INDICATORS	2011-2012 First Time 9 th Graders	District Average
Spring 2012 District Student Climate survey: positive response to "I feel connected to my school."	50.1%	52.4%
Spring 2012 District Student Climate survey: positive response to "adults at my school care about me."	55.9%	57.5%
Discipline – First Time 9 th Graders w/ No Suspensions or Expulsions -African American/African -Latino -ELL -IEP	93.4% 90.5% 88.0% 61.5% 76.2%	ID Focus Sub-Groups: Latino, ELL, IEP
Secondary Student Risk Report: medium and high risk scores	35% 78/223	Used to ID need

Student Climate Survey: "School Environment" category average	60.2%	65.3%(Dist.Ave.)
8 th -9 th Grade Transition Program: Project 206. Student Achievement on Teacher Pre-Post Tests/2011/MAP -Math -Science -Language Arts -Spring - Fall Reading MAP RIT Scores -Spring - Fall Math MAP RIT Scores *Sig. Difference Pre/Post Test, $p \leq 0.005$ (learning gain) ** No Sig. Difference Pre/Post RIT (no learning loss)	Pre: Ave. % or Spring RIT 27.2% 39.9% Not tested 225.5 236.6	Post: Ave. % or Fall RIT 57.4%* 80.4%* Not tested 225.3** 235.4**

Attendance and Passing Courses Cleveland High School:

KEY INDICATORS	Cleveland 2011-2012 1 st Time 9 th Graders	2011-2012 (Dist. Ave.)
Students with <10 absences for School Yr.	53%	54%
Attendance: <5 days Absent 1 st Semester -African American/African -Latino -Native American -ELL -IEP	69.2% n= 261 61% n= 52/84 48% n= 12/25 33% n=1/3 61.9% n=5/13 38.5% n= 13/21	Focus: All 1st Time 9th Graders Focus Sub-Groups: African Amer., IEP African, Latino, (n≤10, n is too small to focus)
Attendance: <5 days Absent 2 nd Semester -African American/African -Latino -Native American -ELL -IEP	55.0% 50% n= 42/84 60% n= 15/25 33% n= 1/3 46.2% n= 6/13 38.1% n= 8/21	Focus: All 1st Time 9th Graders Focus Sub-Groups: African Amer., African, Latino, IEP (n≤10, n is too small to focus)
Passing core courses 1 st Semester • All • African American/African • Latino • ELL • IEP	77.3% 174/225 65% 54/83 64% 16/25 61.5% 8/13 60% 12/20	Used to identify subgroups: African American/African, Latino, ELL, IEP
Passing core courses 2 nd Semester • All • African American/African • Latino • ELL • IEP	71.2% 158/222 56.8% 46/81 70.8% 17/24 69.2% 9/13 45% 9/20	Used to identify subgroups: African American/African, Latino, ELL, IEP
On-Track (accumulated ≥ 5 Credits) -School -African American/African -Latino -ELL -IEP	194/227 85.5% 66/90 73.3% 21/24 87.5% 10/13 76.9% 19/21 90.5%	Used to identify subgroups: African American/African, Latino, ELL, IEP

Family Engagement at Cleveland High School:

KEY INDICATORS	Cleveland 2011-2012	State/District 2011-2012	2013-2014
2010 Healthy Youth Survey (10 th grade) student question: School lets my parents know when I have done something well.	80% (negative) 20% (positive)	State: 75.7%(negative) 24.4% (positive)	Used to identify issues
2010 Healthy Youth Survey (10 th grade) student question: Primary home language NOT English.	44.9%	State: 19.1%	Used to ID: issues /focus grps/ engagement focus
Family Climate Survey: "Quality of School" category (average)	80.2%	District: 83.6%	Target: 85%
Family Climate Survey: "Family Engagement" category (average)	73.6%	District: 79.6%	Target: 80%
Student Led Conferences: Participation Rate December, 2012	73.6% 615/836	n/a	Target: 78% Dec 13' 83% April 14'

College and Career Readiness at Cleveland High School:

KEY INDICATORS	2011-2012	District 2011-2012	2013-2014 Outcome Targets
Students graduating on time	74%	74%	76%
Graduates prepared for 4 year college	51%	60%	56%
Graduates enrolling in higher ed. w/in 1 yr.	66%	67%	68%
Graduates accepted at 4yr, 2yr, or Voc/Tech Schools—Student self- reporting survey	73.6% 109/148	n/a (school- based survey)	78%
College-admissions test-takers (ACT/SAT) scoring above average	17%	57%	25% class of 2013 35% class of 2014 45% class of 2015 55% class of 2016
AP/IB test-takers passing exams	6%	64%	15% class of 2013 25% class of 2014 35% class of 2015 45% class of 2016
STEM Summer Learning Opps (SSLOs): between 9 th & 10 th Grade	Demographics Table #1 & Outcomes Table #2 See Below		

Table #1:		DEMOGRAPHICS - 2011							
F/R Lunch %	PHLOTE*/ English %	Gender M/F %	ED/LS** %	Asian/ PI	African Immigrant Refugees	African American	Hispanic	Multi	White

80.0	63.6/36.4	72.3/27.3	100/0	54.5%	9.1%	27.3%	9.1%	0	0
Attendance: 98.2%				100% Students of Color					
		DEMOGRAPHICS - 2012							
F/R Lunch %	PHLOTE*/English %	Gender M/F %	ED/LS** %	Asian/PI	African Immigrant Refugees	African American	Hispanic	Multi	White
68.0	40/60	56/44	56/44	56%	4%	24%	4%	4%	8%
Attendance: 98.8%				92% Students of Color					
* Primary Home Language Other Than English; **Engineering & Design/Life Sciences									

Survey and Focus Group Findings: RMC Research

Student survey responses, collected during the last day of the program, demonstrate that all but one of the students had very positive reactions to the experience. The one student may have been confused by the response categories since most of his/her open-ended responses were positive. Students strongly agreed that the instructors were good at teaching them new things and that they would recommend the STEM Summer Learning Opportunities (SSLOs) to a friend as a worthwhile experience. They generally agreed that they learned new skills and knowledge and that the SSLOs would help them in future careers. They were in agreement, but less certain that the service was meaningful and that they learned things that would help them in school. **Student reactions to the SSLOs were positive and in some cases, enthusiastic.**

Responses to open-ended questions showed that students generally enjoyed the experience and would recommend the SSLOs to friends as being worthwhile. Highest accolades were given to the Food Justice and Social Media SSLOs, though all were received positively.

Table: #2. Outcomes: 2012 SSLOs	N	Mean*	SD
Academic Engagement	28	3.75	.48
Career/Educational Aspirations	28	3.46	.51
21st Century Skills	29	3.62	.56
*Responses were rated on a 4-point scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.			
25 students participated in 32 SSLO slots; Ave. grade for 0.5 credit = 3.80; 11 Food Handlers Permits awarded; 2 lunches prepared & served for 55+ people (adults & students) in Project 206; 4'X8' Garden Shed donated Habitat to be sold at the Habitat Store (proceeds be added to Cleveland HS Habitat House Account); ca. 500 sq.ft. of invasive species removed & estab. a monitoring plot in W. Duwamish Greenbelt; > 500 service learning hours awarded.			
Outcomes: 2011 Pilot STEM Summer Opportunity			
Academic Numeracy skills: data analysis, measurement, and computation			
Job Readiness Skills: promptness, regular attendance, time management			
21st Century Skills: leadership & initiative, collaboration, evaluation & synthesis, critical thinking & problem solving			
12 students participated in 12 slots; Average grade for 0.5 credit = 3.52; 6'X8' Garden Shed donated Habitat for Humanity (sold for \$500, deposited in Cleveland HS Habitat House Acct.; >240 service learning hours awarded.			

ATTACHMENT 6: COLLEGE AND CAREER READINESS PLAN

A. PLAN OVERVIEW

Requirement #1: - Cleveland has implemented a grade 9-12 advisory structure. Advisory meets 4 times per week for 30 minutes and are led by a certified teacher with a student to advisor ratio of about 17:1. The advisory teacher keeps the same group of students throughout their high school career. Advisory teachers meet with each student weekly to check academic progress and they engage students in a minimum of 2 college prep activities per month during 30 minute classes which are held four times a week. College and career readiness curricula facilitated by advisory teachers is supported by the College Success Foundation (CSF) site advisors and Cleveland's counseling department. CSF site advisors have provided an advisory checklist that features 4-9 activities per month for juniors and seniors. These activities include: goal setting, career interest survey, creating a resume and cover letter, preparing the ACT and SAT, financial aid programs, transcript review, applying for scholarships, completing the FAFSA, and college application. These checklist activities will be back-mapped for sophomores and freshmen and include: goal setting, High School and Beyond Plan, personality or strengths assessments, an interest/issues survey for 9th graders and a career interest inventory for 10th graders, transcript review, preparing for the PSAT and PLAN, and money or reality games (financial literacy). The surveys discussed will also be used to provide relevance to our strategy of project and service learning based instruction.

-The counseling department supports and supplements these activities with an online career and college exploration tool, called Connectedu, which is provided by the district. With this tool, students create accounts, and can perform and save college searches based on criteria that are important to them. They can also do scholarship searches and learn about financial aid. Additionally, students can explore their career interests and work style using three different assessments. The counseling department leads classroom guidance using Connectedu for each grade once per year during advisory, focusing on self-assessments and career searches with freshmen and sophomores, and focusing on college and scholarship searches with juniors and seniors. The use of Connectedu is integrated with CFS curricula.

-The PSAT, the SAT's preparatory exam, is administered to sophomores and juniors in November, in order to prepare students to meet college entrance requirements. In January, students will receive their results and review during advisory. They are guided through the process of score interpretation by video, and receive a handout with definitions of the skills areas assessed and a tutorial on next steps. At the end of advisory, they fill out an exit ticket demonstrating their ability to identify their score and national rank, what their score would be if it were the SAT, identify skills that they need to improve, and know how to log on to My College Quickstart (where they can continue to practice, look at the actual questions, and further assess their skills and strengths). The exit ticket is then taken home by the student to review with families and be signed and returned to advisory teachers. Workshops motivated by College Bound Scholarship resources will be available to all students, and include college-readiness topics.

-The CSF site advisor administers the Princeton Review Assessment (PRA), a diagnostic tool that helps students determine whether the student is better suited for the ACT or SAT. This is administered once in the spring and once in the fall for juniors and seniors.

-ACT and SAT test prep sessions will also be provided by our CSF site advisor in partnership with

other college access programs at Cleveland including MESA (Mathematics Engineering Science Achievement).

-College Awareness: Our College Success Foundation site advisor will conduct field trips to local colleges, host regular college representative visits throughout the year, host a Senior Portfolio Night, and coordinate a College Goal Sunday FAFSA workshop in the winter for seniors. In January of 2013, over 10 volunteers served 75 families in the completion of the FAFSA at College Goal Sunday. Also, in fall of 2012, about 75 students had the opportunity to speak with college representatives on a college campus or at the National College Fair. For the Senior Portfolio Night, students bring their transcript, activity log, copies of their personal statement, resume, responses to application essay questions, and questions for representatives. In fall of 2012, 15 college representatives came to meet with students during the Senior Portfolio Night. Whenever possible, students and family members will be invited to participate in college and career awareness activities/workshops together, when offered by the school or our partners and are appropriate.

-During the summer between 9th and 10th grade, students have the opportunity to attend one or more STEM Summer Learning Opportunities: e.g. Construction w/Pipe Trades, Construction w/Seattle City Light, Food Justice/Cooking, Youth Media, Environmental Justice/Restoration.

Requirement #2: Student-Led Conferences are facilitated by advisory teachers in December and April. To prepare for student-led conferences, students must fill in a PowerPoint template with their attendance, grades, goals, college-readiness action steps, and examples of work products. Parents/guardians are mailed an invitation, and RSVP for a certain time and date. If the parent /guardian cannot attend the student-led conference, the student will need to find another adult or staff member to attend on their behalf. In December, 2012, 73.6% (615/836) of the all students participated in Student-Led Conferences. The experience and expectations of Student Led Conferences is being built in the Cleveland community. We will explore developing an on-line portfolio system in ECHO, our on-line project management system.

Requirement #3: There are several case management structures, which can be leveraged and coordinated to serve 9th graders. These include guidance counselors, who carry projected caseloads of ca. 500 total students based on each pathway at Cleveland. By implementing the 9th Grade Intervention Team, all 250 of our incoming 9th grade students will have a grade level specific team to identify students with learning barriers and implement interventions and monitor progress, meet with individual students, teachers, and/or parents/guardians, consult with teachers and staff, working with the student/families to form individualized plans for credit recovery, meeting state standardized tests requirements, and Cleveland graduation requirements, and post-secondary plans. Special education case managers work with students receiving special education services and have barriers to accessing post-secondary education. Case managers implement Individual Education Plans (IEPs) for classroom instruction and interventions: and, offer intensive support to students with low test scores and failing grades by implementing schedule adjustments and placing students in Read 180 and General Study Skills. Special education case managers address poor attendance and behavioral problems by facilitating IEP meetings, and consulting with the 9th Grade Intervention Team and the 9th Grade Level Team (teachers and staff).

CSF-Achiever site advisor case manages 50 12th graders throughout the year and an additional 50 11th graders starting in December who are low-income students whose goal is to attend

college. The site advisor facilitates weekly meetings during advisory on Wednesdays with 12th graders throughout the year, and during advisory on Thursdays with 11th graders starting in December. College access & readiness is the main goal of this structure. The Achievers Scholars have a higher rate of FAFSA completion. Ninety-eight percent of class of 2012 Achievers Scholars completed their FAFSA as compared to 83% of Cleveland's class of 2012 completed their FAFSA. The CSF Drop Out Prevention program site advisor recruits and case manages 50 9th-10th graders who are at-risk of dropping out to track student progress. These students are selected from the levy focus students i.e., attendance (more than 5 during a semester), achievement in reading, math and science, African American, Latino, IEP and ELL students. The site advisor facilitates monthly intervention meetings with students, career awareness workshop, additional PSAT testing and prep sessions, and college awareness and preparatory activities. STEP Ahead case manages up to 15 low-income students committed to attending a 4-year college, from junior year through the first year of college. During junior year their focus is goal-setting, class consulting and tutoring, college visits, and SAT Prep Course. During senior year, their focus is on college applications, financial aid, college essay coaching and transition training.

B. COMMUNITY PARTNERS: The College Access Network at Cleveland includes the **College Success Foundation** (CSF) to help prepare students for college. CSF programs include Drop Out Prevention and CSF Achievers Scholars /college advising and mentoring. These program follow low-income students, especially males of color, from middle school through high school; the **STEP Ahead (Success Through Excellence Program)**, that supports low-income students committed to attending a 4-year college, from junior year through the first year of college. During junior year their focus is goal-setting, class consulting and tutoring, college visits, and SAT Prep. During senior year, their focus is on college applications, financial aid, college essay coaching, and transition training; and, **South Seattle Community College** – 13th Year Scholarship Program provides on-site assistance to students applying for the scholarship. Many partners support college and career readiness through the STEM Summer Learning Opportunities (SSLOs): in 2012, the Construction SSLO was implemented by the **Pipe Trades Education Center (Local #32), Habitat for Humanity**, and two journey women carpenters, one provided by the **Carpenter Training Program**; the Youth Media SSLO was a collaboration of **CommonAction, Social Moquils, 3 graduate students for the UW Film Production Program, and partners for panel presentations**; the Food Justice SSLO, included collaboration of the **YMCA Full Service Community School project, Rainer Valley Eats, providers of Food Handler Permit instruction and testing, and certificated teacher/ expert** in food justice issues and healthy food preparation and growing; and, the Environmental Justice SSLO was implemented by a collaboration of **Nature Consortium** and **Seattle Parks and Recreation** Environmental Education. All SSLOs awarded 0.5 elective credit and 20 service learning experience hours. In the data analysis, ATTACHMENT 3, under College /Career Readiness, survey, focus group, and outcome data is described. In 2013, the SSLO program is poised to expand. The students are receptive to the program and have enjoyed the challenge to date: it is interesting to hear their response to an '8 hour day'! Parents and guardians have also been enthusiastically supportive. This innovative program includes discussions of the many careers represented in the fields of focus, the pathways to those careers (2yr./4yr. college, apprenticeships), and more.

ATTACHMENT 7: SCHOOL-BASED HEALTH CENTER (SBHC) PLAN

“One in five children growing up in poverty in America have elevated risk for socio-emotional difficulties: an elevated risk of increased exposure to multiple physical (substandard housing, noise, crowding) and psychosocial (family turmoil, early childhood separation, community violence) stressors.”¹ SBHC medical use results in “a significant increase in overall school attendance for users compared to nonusers. Grade point average increases over time were seen for mental health users compared to nonusers. SBHC use was associated with academic improvements over time for a high-risk group of users.”²

“Kaiser patients (17,000) participating in routine health screenings volunteered for The Adverse Childhood Experiences Study. Childhood abuse, neglect, and exposure to other traumatic stressors ([adverse childhood experiences](#) -ACE) are common: almost two-thirds of participants reported at least one ACE, & more than one of five reported three or more. The short- and long-term ACE include many health and social problems. The ACE Score is used to assess the total amount of stress during childhood; as the number of ACE increase, the risk for the following health problems increases in a strong and graded fashion:

- | | |
|--------------------------------------|--|
| • Alcoholism and alcohol abuse | • Multiple sexual partners |
| • Depression | • Sexually transmitted diseases (STDs) |
| • Health-related quality of life | • Smoking |
| • Illicit drug use | • Suicide attempts |
| • Ischemic heart disease (IHD) | • Unintended pregnancies |
| • Liver disease | • Early initiation of smoking |
| • Risk for intimate partner violence | • Early initiation of sexual activity |
| | • Adolescent pregnancy ³ ” |

COLLABORATIVE PLANNING: The goal of the SBHC is to support the students and staff in maximizing the academic success of students. The integration of the SBHC services and staff with the academic activities, staff, students, and other community partners working with-in the school, is imperative if this goal is to be met. The SBHC-school collaborative work begins before the students arrive for the first day of school & continues throughout the year with a variety of activities designed to inform & educate staff, students, parents, and other partners on SBHC services and how to coordinate them within the school environment. Strategies to collaborate with different school stakeholders are described below:

-School Staff: SBHC staff attends school staff meetings at the beginning of the school year to inform staff regarding SBHC services, policies, & procedures. SBHC staff discusses the referral process and logistics regarding the meeting of student needs without sacrificing instructional time. SBHC staff participates in administrator/intervention learning walks for instructional practice and learning environment/school climate monitoring and school intervention teams (SIT, 9th Grade Intervention Team, and 9th Grade Level Meetings). The school nurse and SBHC staff work in consultation for case management, referrals, and policies & procedures of operating within the mandates of HIPAA and FERPA. The SBHC has a release within their systems allowing them access to student academic/school records: however, this is not currently the case for the school with regards to student health/wellness records. We are collaborating on parent/student education and offering both release forms at intake.

-Parents/Guardians: The 9th grade orientation and other beginning of the year communication opportunities will be used to inform and enroll students for SBHC services. Packets, family engagement & parent education events, and communication tools will be developed and used

to advise parents on health & well being issues that affect students.

-Students: As part of our 9th Grade Advisory strategy, the SBHC staff will participate in providing mini-workshop webinars with discussion prompts, project experts for health & wellness service &/or project based learning projects, and work with students on articles for the website and school newspaper. Visibility is a key to being viewed as part of the school landscape.

-Other Partners: At this time, community partners meet regularly to facilitate inter-partner collaborations (e.g. Y-Tech working with students on video production techniques may collaborate with the SBHC on the advisory mini-workshop webinars or the SBHC staff may work with the service learning coordinator on a health issue project in the community or school). Within the parameters of HIPPA/FERPA, other partners (e.g. Treehouse, CSF) that use case management strategies may consult with SBHC staff if the student is enrolled in the SBHC.

TARGETED REFERRAL AND FOLLOW-UP PROCESS: Strong relationships are the key to successful referrals and collaboration between community partners, including the SBHC. (NOTE #1: See intervention pyramid in Attachment 7.) Through this Family-Education Levy proposal, there will be multiple avenues for referral of students, including target students: advisory teachers & content area teachers through grade level and department meetings; the 9th Grade Intervention Team; the SIT team; community partners who work with students in a variety of settings; and, other professionals, counselors, and service providers (e.g. Treehouse Staff) within the school community. As SBHC staff are members of the school community, communication needs to be ensured in both directions: SBHC to school and school to SBHC, inclusion of parents/families, and staff. Cleveland is currently seeking guidance from the legal department concerning FERPA needs and will consult with SBHC regarding HIPPA guidance. (NOTE #2: This is one area that it would be great to have a consistent determination across Family-Ed Levy projects and the advocacy of the City of Seattle Office of Education.)

DATA SHARING AND TARGETS: Please see NOTE #2 above. The SBHC participation in the 9th Grade Intervention Team will facilitate addressing health/wellness related issues in the context of the target students, outcomes, and indicators, if they are SBHC enrolled. As stated previously in Collaborative Planning, #1 School Staff section, mutual release of information will be sought by both the school and the SBHC at initial intake. The major contribution that the SBHC will make to achieving Levy targets will be to determine any health issues that may be impacting student progress academically. As indicated in the introduction, multiple health issues can be the result of the socioeconomic status and/or the psychosocial environment of the student. Having a resource with expertise in determining health and/or mental health issues is of value in meeting the need(s) of students and interrupts the exposure to multiple stressors over time and their cumulative effects. The School Nurse is integral to obtaining and monitoring health data on incoming 9th grade students and will work with the 9th Grade Intervention Team. Under the leadership of the Academic Intervention Specialist, the 9th Grade Intervention Team will seek to consider health/mental issues a part of the developing intervention plans.

LOGISTICS: The proposed 9th Grade intervention strategy is similar to the Response to Intervention strategy pyramid. Student SBHC contact for appointments is the SBHC receptionist. Participation by SBHC medical and mental health staff and/or the school nurse in the 9th Grade Intervention Team will serve as a connection point with the SBHC, as well as the Academic Counselor Specialist. Data review and monitoring is a key task of the 9th Grade Intervention Team.

Attachment 7: References

¹Evans, G. W. et al (2002), The Environment of Poverty: Multiple Stressor Exposure,

Psychophysiological Stress, and Socioemotional Adjustment. *Child Development*, 73: 1238–1248. doi: 10.1111/1467-8624.00469

²Walker Ph.D., Sarah et al (2009), Impact of School-Based Health Center Use On Academic Outcomes; *J. of Adolescent Health*, In Press Reprint, pp. 2-7.

³<http://www.cdc.gov/ace/index.htm>

ATTACHMENT 8A: MATH AND SCIENCE WORK PLAN SUMMARY

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	Target (%)
Outcome: 9 th Graders promoting on time to 10 th grade and/or Students meeting standards on grade level state tests Indicators: Meeting or Exceeding Standards on Algebra EOC	First Time 9 th Grade Students with IEP, or identified as ELL, Latino, African American/African	138	85.2%	69	50%	78	55%
Outcome: 9 th Graders promoting on time to 10 th grade and/or Students meeting standards on grade level state tests Indicators: Meeting or exceeding typical growth goals in Math MAP	First Time 9 th Grade Students with IEP, or identified as ELL, Latino, or African American/African	127	59.6%	61	48.0%	76	51%
Outcome: 9 th Graders promoting on time to 10 th grade Indicator: Passing Summative Assessments based on CCSS/NGSS* in Physical Science (Cleveland Specific Assessment)	First Time 9 th Grade Students	218	100%	176	80.7%	212	85%
Outcome: Students meeting standards on grade-level state tests Indicator: 10 th Graders meeting or exceeding standards on Biology EOC	First Time 9 th Grade Students with IEP, or identified as ELL, Latino, African American/African	140	80%	54	38.6%	86	43%

*CCSS/NGSS: Common Core State Standards/Next Generation Science Standards

Focus Students: Cleveland progressed in the numbers of students meeting standards on state level tests there are still populations that continue to struggle. We have identified students with an IEP and African American, ELL, Latino students as our focus students in math. According to our data 52% of these students are meeting typical growth in math MAP and only 50% less than 50% of the previously identified students meet or exceed state standard on Algebra EOC. It is imperative that we focus resources on these focus students in order to move our whole school forward in math. As a STEM school science is an integral part of our daily academic activities. Our 9th grade team has created a Cleveland Specific Summative Assessment based upon Common Core State Standards and Next Generation Science Standards. Nearly 20% of our first time 9th graders are not passing this test, though we can't disaggregate data we can assume that there are subpopulations that are struggling. When we look at the data of 10th graders who meet or exceed standards on Biology EOC we see the same subpopulations struggling that struggle in math: Students with an IEP, and students identified as ELL, African American/African, and Latino. We believe that if we can support these students in the 9th grade year in math and science we can develop a strong foundation for them as they progress in the STEM curriculum.

Strategies:

Key Components	Strategies <i>(And Leveraged Resources)</i>	Frequency and Duration	Rationale (As supported by Levy RFI)
Extended In-School Learning Time	9 th Grade Team Collaboration Retreats for 9 th grade core teachers plus SPED and ELL teachers: retreats prioritize how to use ELL and/or SPED instructional strategies across the disciplines, additional trainings, planning, and designing of common assessment; coupled with time to discuss students of concern and connection to partners, and intervention possibilities. Collaboration time for the math team is integral to ensuring that all teachers are trained and proficient in complex instruction, maintain shared practice, & use common assessments.	4 day long retreats occurring: August, November, February, April	The teaching model at Cleveland is highly collaborative; having opportunities for teachers to meet to align coursework, and look at data to identify areas for modification will ensure that students receive high quality instruction. Cleveland uses SPED & ELL full inclusion model, therefore SPED & ELL Teachers are included in these meetings where they provide strategies & insight on how to best modify & support these students across the curriculum.
Extended In-School Learning Time 8 th to 9 th Grade Transition	Personalized Instruction	Data analysis of focus students will occur prior to the start of the year and at each quarter as data is collected.	AIS will work with math department to support the academic needs of our focus students. (e.g. identifying specific strands needing additional support & working with the teacher to implement personalized interventions, increasing students' time to master targeted academic skills).
College and Career 8 th to 9 th Grade Transition Extended In-School Learning Time	In Class Tutoring and small group workshops provided by graduate level students through University Tutors, supervised by AIS, will collaborate with Physical Science teachers to provide small group workshops and skill-building activities within the classroom targeted at levy focus students. (e.g. How to use non-fiction reading strategies within science).	University Tutors will spend 15-20 hours a week at Cleveland for 7 months throughout the school year.	This is an intentional strategy that will connect 9 th graders to the school by providing an adult support & advocate, while giving the students more time to master targeted academic skills and small group learning. Additionally, having university students in the classroom will benefit the college awareness & culture of the school.
Extended In-School Learning Time	Appropriate Assessments: Daily exit tickets implemented in all math classes and Common Rubrics for Projects in Physical Science.	Exit tickets occur daily in math and Common Rubrics occur for each project.	Assessments at regular intervals assist teachers to track student learning & determine when modifications are needed. Math & science teachers practice this strategy.
Extended In-School	Extended instruction time: All students are scheduled into math and a math lab.	Students at Cleveland have daily math	Students at Cleveland have additional class time to master math skills by having class

Learning Time	<i>Leverage Baseline Funding</i>	instruction for 75 min.	daily.

ATTACHMENT 8B: READING WORK PLAN SUMMARY

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	Target (%)
Outcome: Promoting on time to 10 th grade and Students meeting standards on grade-level state tests Indicator: Meeting or Exceeding Typical Growth on Reading MAP	First Time 9 th Grade Students with IEP or Identified as ELL, Latino or African American/African	131	60.6%	53	40.5%	68	45%

Focus Students: Reading continues to be an area that Cleveland High School struggles in, and is a skill that cuts across the disciplines. It is fundamental that all of our students have strong reading and comprehension skills. According to our data there is a significant disparity in the students who meet or exceed typical growth on Reading MAP, nearly 60% of our students with an IEP or identified as ELL, African American/African or Latino do NOT meet typical growth on Reading MAP. We will focus reading interventions and supports on these subpopulations as a strategy to close the achievement gap in reading.

Strategies:

Key Components	Strategies <i>(And Leveraged Resources)</i>	Frequency and Duration	Rationale (As supported by Levy RFI)
Extended In-School Learning Time	9 th Grade Team Collaboration Retreats, for 9 th grade core teachers plus SPED & ELL teachers: Retreats prioritize how to use ELL and/or SPED instructional strategies across the disciplines opportunities for training, planning, & designing of common assessment; coupled with time to discuss students of concern, & connection to community partners & possible interventions. Collaboration time for Language Arts team will support vetting teacher projects & creating common rubrics.	4 day long retreats occurring: August, November, February, April	The teaching model at Cleveland is highly collaborative; having opportunities for teachers to meet to align coursework, and look at data to identify areas for modification will ensure that students receive high quality instruction. Cleveland uses SPED & ELL full inclusion model, therefore SPED & ELL Teachers are included in these meetings where they provide strategies & insight on how to best modify & support these students across the curriculum.
Extended In-	In Class Tutoring and small group	University Tutors will spend	This is an intentional strategy that will connect 9 th

School Learning Time 8 th to 9 th Grade Transition College and Career Readiness	workshops provided by graduate level students through University Tutors, supervised by AIS, will collaborate with Language Arts teachers to provide small group workshops and skill-building activities within the classroom targeted at levy focus students. (e.g. How to use direct reading assessment strategies to determine appropriate level reading texts).	15-20 hours a week at Cleveland for 7 months throughout the school year.	graders to the school by providing an adult support & advocate, while giving the students more time to master targeted academic skills and small group learning. Additionally, having university students in the classroom will benefit the college awareness & culture of the school.
Extended In-School Learning Time	Read 180 supplemental reading program <i>Leverage Baseline Funding</i>	On average 9 th grade students have supplemental class every other day for 75 min.	Students with reading deficits (MSP and MAP data) are placed in Read 180: receive reading support daily in Language Arts & Read 180 vs. every other day.
Extended In-School Learning Time 8 th to 9 th Grade Transition	Personalized Instruction	Data analysis of focus students will occur prior to the start of the year, each quarter, & as data is collected in on-going monitoring work.	AIS will work with Language Arts department to support the academic needs of focus students. (e.g. identifying specific strands needing support & working with teacher to implement personalized interventions, increasing students time to master targeted academic skills.
Extended In-School Learning Time	Appropriate Assessments: Daily exit tickets and Common Rubrics for Projects.	Exit tickets occur daily in Language Arts & Common Rubrics for each project.	Assessments at regular intervals assist teachers to track student learning & determine when modifications are needed. Language Arts teachers practice this strategy.

ATTACHMENT 8C: PASSING COURSES WORK PLAN SUMMARY

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students Meet Target	Target (%)
Outcome: Promoting on time to 10 th grade Indicator: Passing All Core Courses 1 st Semester	First Time 9 th Grade Students with IEP, ELL, Latino, African American /African	141	62.7%	90	63.8%	107	68%

Outcome: Promoting on time to 10 th grade Indicator: Passing All Core Courses 2 nd Semester	First Time 9 th Grade Students with IEP, ELL, Latino, African American /African	138	62.2%	81	58.7%	100	64%
Outcome: Promoting on time to 10 th grade Indicator: On-Track to graduate (accumulated ≥5 Cr.)	First Time 9 th Grade Students with IEP, ELL, Latino, African American /African	148	65.2%	116	78.4%	135	83%

Focus Students: When looking at our data of students passing classes and 9th graders on track to graduate it becomes apparent that there are specific populations within the 9th grade that are achieving at a lower rate, only 78% of students with an IEP, or identified as ELL, African American/African or Latino are on track to graduate. This percentage drops when we look specifically at students passing core classes, only 63.8% of these populations are passing all core classes 1st semester and this percentage drops even further when we look at 2nd semester to 58.7%. To improve our rates of 9th graders passing all core classes and on track to graduate we will focus on IEP, ELL, African American/African and Latino students.

Strategies:

Key Components	Strategies (<i>And Leveraged Resources</i>)	Frequency and duration	Rationale (as supported by Levy RFI)
8 th to 9 th Grade Transition Social, Emotional, Behavioral & Health Support Family Support College & Career Readiness	9 th Grade Intervention Team: Creation of a team to identify & support focus students using risk report & teacher recommendation. Will include support staff & regularly meet with 9 th grade teachers at 9 th Grade Level Meetings 1x/month. Team is responsible for identifying students needing intervention, evaluation of current intervention strategies & partners, organizing freshman orientation & family workshops.	Team will meet weekly for 1 hour to discuss current and potential focus students. Team will join teachers monthly at 9 th Grade level meeting to identify students with learning barriers, identify interventions, & make referrals.	This team is designed for preventative intervention, to support the 8 th to 9 th grade transition, identify and address academic and non-academic barriers to learning.
Extended In-School Learning Time 8 th -9 th Grade Transition	Ongoing data analysis of 9 th grade students by 9 th Grade Academic Intervention Specialist (AIS) including student grades, risk report, MSP and MAP data. Design and implement Professional Development workshops addressing gaps within school data/focus students outcomes and progress, e.g. ELL instructional strategies and/or SPED strategies	Analysis of data will occur at key points in the year aligned with 9 th grade core teacher collaboration retreats (min. summer using middle school data and each quarter.	This effort will support preventative interventions and early identification of focus students. Early intervention ensures that students receive support in a timely manner and that professional development is relevant and reflective of current data.
8 th to 9 th Grade Transition Social, Emotional,	Case management of top 25 high risk students, within focus groups, by AIS as determined by middle school data and	Prior to school year and quarterly using secondary risk report. AIS will meet	Intensive case management of focus students with multiple risk factors, will allow students to build strong

Behavioral & Health Support College and Career Readiness	secondary risk report. Use Check & Connect case management strategy.	with students weekly using Check and Connect	relationship with adult at school & have ongoing intervention, assess barriers, and monitor progress.
8 th to 9 th Grade Transition Social, Emotional, Behavioral & Health Support College and Career Readiness	Case management of 25 moderate risk students, within focus groups, identified by 9 th Grade AIS by YMCA YES	YMCA YES will meet with students weekly using Check and Connect, and families will be contacted as needed.	Intensive case management of focus students with multiple risk factors, will allow students to build a strong relationship with an adult at school and have ongoing intervention & assessment to identify barriers & monitor progress
8 th to 9 th Grade Transition Social, Emotional, Behavioral & Health Support	Peer tutoring program for 9 th grade students. 9 th grade students are matched with Upper class student for weekly tutoring. 9 th grade students needing support are identified by 9 th grade teachers. 9 th grade teachers identify 9 th grade students who will benefit from additional support and upper classmen who identify strengths in specific areas are matched with these students to meet during advisory 1X per week. YMCA YES will recruit, monitor & evaluate program progress.	Starting after 1 st quarter students will meet with peer tutors 1x/week for 30 minutes at a minimum.	Peer Tutoring intentionally connects 9 th graders to school by building relationships with upper classmen, provides opportunity for small group learning, and additional time to master target skills. 1 st Semester of 2012, 92% of students identified for peer tutoring, regularly participate.
8 th to 9 th Grade Transition Family Involvement Social, Emotional, Behavioral and Health Support College and Career Readiness	Freshman Orientation and Transition workshops for students and families organized and facilitated by YMCA Community & Family Partnership Manager. For Example: <ul style="list-style-type: none"> • Panel discussion: Differences between middle and high school, for parents and students. • How to Use The Source and ECHO (Cleveland's technology platform) • What is Project Based Learning? And how to be successful within a group. • How to begin preparing for life after high school: Colleges and Career awareness <i>Leveraged resources may include Title 1</i>	Student and Family Workshops will take place prior to the school year and quarterly, for a minimum of 5/school year.	To ensure success it is important to educate students and families on important differences between middle school and high school to ease in the transition. Cleveland High School has many unique qualities including the usage of ECHO for checking students grades and attendance, Project Based Learning instructional model with a focus on small group work, it is imperative that students and families understand these difference as well.
8 th to 9 th Grade Transition	Culturally relevant partnerships, Parent Leaders and Translation Supports offered	Parent leaders will be identified to support students	To support our ethnically and linguistically diverse student body it is

Social, Emotional, Behavioral & Health Support Family Involvement College and Career Readiness	through classified staff. Partnerships and Parents are identified, trained and monitored by YMCA Community and Family Partnership Manager. <i>Partnerships leveraged through pre-existing relationships created through Full Service Community School Grant, seeking additional funding to maintain.</i>	& families within our focus groups, parent leaders will support the 5 family activities during the year. Culturally Relevant Partnerships & Classified staff will support family events as needed.	imperative that we find supports to remain culturally competent and inclusive as a school. Using partners, parents and our staff we can use resources within our community to ensure this.
8 th to 9 th Grade Transition	Project 206: 8th to 9th Grade Transition Program: In partnership with the YMCA currently funded by the Seattle Youth Engagement Zone grant & City of Seattle Families & Education levy. 6 week transition program with 4 academic classes: Math, Science, Language Arts and Eagles 101. <i>Leveraged in Partnership with YMCA, City of Seattle Families & Education Levy-Summer Learning & SYEZ Grant</i>	Occurs in the summer for 6 weeks, 5 days/week, 5.5 hours a day. Alumni meet in the 9 th grade quarterly as a group with YMCA staff. Students receive .5 elective credit and at least 20 service learning experience hours toward graduation requirements.	Research shows that many students experience 2-4 months of loss in reading & math skills each summer. Summer learning programs can eliminate summer learning loss & prepare young people for the coming school year. The partnership with the YMCA Community and Family Partnership Manager & YES support all levels of this program including: design, recruitment & oversight.
Extended In-School Learning Time	Small Group Learning: Complex instruction in Math and Project Based Learning and Service Learning in Science and Language Arts. Small group learning supports students' acquisition of 21 st Century Skills (e.g. leadership, persistence, critical thinking, and problem solving).	Complex Instruction in math is used on a daily basis, as is Project Based Learning in Science and Language Arts. Service Learning is integrated into specific projects in Science and Language Arts	These instructional models provide daily opportunity for small group learning & for students to build stronger relationships with other students. Complex Instruction in math is used to disrupt status, empowering students to meet their true potentials. They also change the traditional dynamic between teacher & students often resulting in stronger & deeper relationships.
College and Career Readiness Extended In-School Learning Opportunities	Student Led Conference and Advisory: Students are placed in a small advisory that meets 4x/ week. Students meet with advisors weekly to discuss academic progress and goals, and college and career goals. Students work on a presentation outlining current progress to present to family members during Student Led	Advisory occurs 4x/ week for 30 minutes. Student Led Conferences occur 2x/year: December & April. College & Career curriculum facilitated in advisory min. 2x/month.	Students setting academic goals leads to increased responsibility, yielding higher levels of achievement. They identify areas for improvement & hold themselves accountable This provides an opportunity to build stronger relationships with teachers & family

	Conferences. <i>Leverage Baseline Funding</i>		members.
Social, Emotional, Behavioral & Health Support	In-school referral services for additional supports: Counselors, School Based Health Center Staff, School Nurse, AIS & YES refer students with emotional and social barriers to learning to appropriate supports in the Community. YMCA Community and Family Partnership Manager identifies potential partners, builds relationships, & manages partnerships within the school.	Occur as needed	Cleveland High School students and Families face a variety of situations impacting students' readiness to learn, many individuals at the school serve as case managers and refer students and families to social and health resources in the community.

ATTACHMENT 8D: ATTENDANCE WORK PLAN SUMMARY

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students	Target (%)
Outcome: Promoting on time to 10 th Grade Indicator: Students with ≤ 5 Absences 1 st Semester	First Time 9 th Grade Students with IEP, ELL, Latino, African American /African	143	54.8%	82	57.3%	93	68%
Outcome: Promoting on time to 10 th Grade Indicator: Students with ≤ 5 Absences 2 nd Semester	First Time 9 th Grade Students with IEP, ELL, Latino, African American/African	143	63%	71	49.7%	91	58%
Students with Risk Scores of ≥ 4 on secondary student risk report	First Time 9 th Grade Students with medium or high risk scores	223	100%	78	35%	75	30%

Focus Students:

Students from the following subpopulations were absent more often than the general population: Students with an IEP, identified as ELL, African American/African, and Latino. We also realize that attendance is a major predictor of additional issues at schools such as not passing classes, not making gains on assessments, and not passing state tests, so we decided to focus on students with a medium or high risk score on the secondary student risk report.

Strategies:

Key Components	Strategies <i>(And Leveraged Resources)</i>	Frequency and duration	Rationale (as supported by Levy RFI)
8 th to 9 th Grade Transition Social, Emotional, Behavioral & Health Support Family Support College and Career Readiness	9 th Grade Intervention Team: Creation of a team to identify & support focus students using risk report & teacher recommendation. Will include support staff & regularly meet with 9 th grade teachers at 9 th Grade Level Meetings 1x/month. Team is responsible for identifying students needing intervention, evaluation of current intervention strategies & partners, organizing family workshops. Grade level attendance campaign: Students will be recognized and awarded for attendance goals.	Team will meet weekly for 1 hour to discuss current and potential focus students. Team will join teachers at 9 th Grade level meeting to identify students with learning barriers, identify interventions and make referrals. Attendance campaign will occur 2x/year in Winter and Spring	This team is designed for preventative intervention, to support the 8 th to 9 th grade transition, identify and address academic & non-academic barriers to learning. 9 th grade students who with poor attendance are at risk for on target credit accumulation & on-time graduation. Grade level wide attendance campaigns will run at key points in the school year to build school culture and maintain consistent expectations about attendance.
8 th to 9 th Grade Transition Social, Emotional, Behavioral & Health Support College and Career Readiness	Case management of top 25 high risk members of focus group by AIS as determined by middle school data and secondary risk report. Using Check & Connect case management strategy.	Prior to school year and quarterly using secondary risk report or as progress/monitoring data indicates. AIS will meet with students weekly using Check and Connect.	Intensive case management of focus students with multiple risk factors, will allow students to build strong relationship with adult at school & have ongoing intervention, assess barriers, and monitor progress.
Social, Emotional, Behavioral & Health Support College and Career Readiness	Youth Ambassadors: Class is partnered to train peer mentors who are assigned to students on the cusp of truancy as identified by the attendance watch as moderate <i>Youth Ambassadors partially funded</i>	Class for mentors meet 3x/week 18 individual mentors meet weekly with 2 different mentees for 30 min meetings. In addition to meetings, mentors and mentees have on-going systems of communication through e-mail, text and social networking sites.	This model supports the growth of both mentor and mentee, while supporting school wide culture. Students learn & model numerous skill sets including: how to manage emotions, make responsible decisions, solve problems, & advocate and develop trusting and consistent relationships. According to the Youth Program Quality Assessment Tool these are effective strategies in Youth Development Programming.
Social, Emotional, Behavioral and Health Support	Case management of 25 moderate risk members of focus group identified by 9 th Grade AIS by YES. Using Check &	YES will meet with students weekly using Check and Connect, and contact families	Intensive case management of focus students with multiple risk factors, will allow students to build a strong relationship with an adult at

College and Career Readiness	Connect case management strategy.	as needed.	school and have ongoing intervention & assessment to identify barriers & monitor progress
8 th to 9 th Grade Transition Family Involvement Social, Emotional, Behavioral & Health Support College and Career Readiness	Freshman Orientation and Transition Workshops for students and families organized and facilitated by YMCA Community and Family Partnership Manager. These might include: <ul style="list-style-type: none"> • Panel discussion: Differences between middle and high school, for parents and students. • How to Use The Source and ECHO (Cleveland's technology platform) • What is Project Based Learning? And how to be successful within a group. • How to begin preparing for life after high school: Colleges and Career awareness <i>Leveraged resources may include Title 1</i>	Student and Family Workshops will take place prior to the school year and quarterly, for a minimum of 5/school year.	To ensure success it is important to educate students and families on important differences between middle school and high school to ease in the transition. Cleveland High School has many unique qualities including the usage of ECHO for checking students grades and attendance, Project Based Learning instructional model with a focus on small group work, it is imperative that students and families understand these difference as well.
8 th to 9 th Grade Transition Social, Emotional, Behavioral & Health Support Family Involvement College and Career Readiness	Culturally relevant partnerships, Parent Leaders and Translation Supports Partnerships & Parents are identified, trained & monitored by YMCA Community & Family Partnership Manager. <i>Partnerships leveraged through pre-existing relationships created through Full Service Community School Grant, seeking additional funding to maintain.</i>	Parent leaders will be identified to support students and families within our focus groups, parent leaders will support the 5 family activities throughout the year. Culturally Relevant Partnerships and Classified staff will support family events as needed.	To support our ethnically and linguistically diverse student body it is imperative that we find supports to remain culturally competent as a school and inclusive. Using partners, parents and our staff we can utilize resources within out community to ensure this.
8 th to 9 th Grade Transition	Project 206: 8th to 9th Grade Transition Program Offered in partnership with the YMCA currently funded by the Seattle Youth Engagement Zone grant and City of Seattle Families and Education levy. 6 week transition program with 4 academic classes: Math, Science, Language Arts and Eagles 101. Students receive .5 elective credit and at least 20 service learning experience hours toward graduation requirements. <i>Leveraged Partnership with the YMCA, City of</i>	Occurs in the summer for 6 weeks, 5 days/week, 5.5 hours a day. Alumni meet in the 9 th grade quarterly as a group with YMCA staff.	Research shows that many students particularly experience 2-4 months of loss in reading and math skills each summer. Summer learning programs can eliminate summer learning loss and prepare young people for the coming school year. YMCA Community and Family Partnership Manager & YES support all levels of this program including: design, recruitment and oversight.

	<i>Seattle Families & Education Levy-Summer Learning & SYEZ Grant</i>		
Social, Emotional, Behavioral & Health Support College and Career Readiness	Case Management of Truant students by Stay in School Counselor currently facilitates engagement of truant students. The 9 th Grade Intervention Team, led by AIS will focus on 9 th students: using middle school attendance data & attendance watch list to identify students. <i>Leveraged through District Resources</i>	Students meet with AIS at least weekly & progress is monitored on an on-going basis by AIS & YES.	Providing intensive case management for the students most at risk and work with school staff to address barriers to learning, refer students and families to social and health resources in the community, and work with the school and community partners to address barriers to college and career.
College and Career Readiness Social, Emotional, Behavioral & Health Support	HERO/ Drop Out Prevention Program: Supported by the College Success Foundation a HERO advisor provides Case Management & College and Career activities for At-Risk students as identified by AIS or YEZ. <i>Leveraged through a pre-existing partnership with College Success Foundation</i>	Case manager meets with students on a monthly basis, activities occur quarterly.	The HERO program provides ongoing support for students at risk for failure , provide education and exposure to post-secondary options and connect students to college and career activities and supports in the community.

Key People:

Name	Position	Organization:	Roles and Responsibilities:
Princess Shareef	Principal	Cleveland	Principal is the instructional leader at Cleveland, has ultimate fiscal & programmatic responsibility for Levy Project, & works collaboratively with AIS & Levy Project Manager.
TBD	9th Grade Academic Intervention Specialist (AIS)	Cleveland	Lead team to identify & support focus students, meetings with intervention team weekly & grade level team monthly, case management 25 high risk members of focus groups using Check & Connect, design and implement Professional Development workshops.
Catherine Brown	Academic Intervention Specialist	Cleveland	Train AIS in Cleveland Systems and Alignment of Professional Development
Dr. Greg Fritzberg	University Tutors	Seattle Pacific Univ.	Recruits graduate students, manages placement and personnel functions of University Tutors, and is Director of University Tutor Program.
TBD	Youth Engagement Specialist (YES)	YMCA	YES will case manage 25 moderate risk members of focus groups using Check & Connect, supports all levels Project 206 including: design, recruitment and oversight, and recruit, monitor & evaluate 9 th grade peer tutoring program progress.
TBD	Community and Family Partnership Manager	YMCA	YMCA Community & Family Partnership Manager: organize and facilitate Freshman Orientation & Transition workshops; support all levels of Project 206

			including: design, recruitment and oversight; identify, train & monitor culturally relevant partnerships, Parent Leaders, and translation supports; and identify potential partners, build relationships, & manage partnerships within the school.
Erica Mullen	Associate Executive Director	YMCA	Collaborative recruitment of YES, Community & Family Partnership Manager, and Project 206 staffing. Oversight of YMCA partnership.
Randy Riley	CSF-Partnership Manager	College Success Foundation	Oversight of College Success Foundation partnership.
Lois Brewer	Levy Project Manager - Seattle Youth Engagement Zone (SYEZ) Manager	Cleveland & SPS	Collaborate with AIS to maintain data collection and analysis system for Levy project elements; Keep administration informed on progress, successes, & challenges; collaborate with YMCA on Project 206 implementation; and oversee STEM Summer Learning Opportunities & high quality service learning practice.

Partnerships and Collaborative Efforts: Cleveland has an on-going collaborative partnership culture: effective regular and consistent sharing of information about youth progress; shared vision of learning; complementary partnerships; family engagement; and collaborative staffing models.

Partners and Role	Rationale for Selection	Evidence of success
YMCA: Youth Engagement Specialist, Community and Family Partnership Manager, Project 206 Summer Learning Program	Previous experience in collaborating with the YMCA: Community Learning Centers, Full Service Community Schools, Seattle Youth Engagement Zone Project, & other youth development efforts; and on staffing, program development & implementation, evaluation, & resource development.	The Y's work has been with high proportions or exclusively students of color. Establishing authentic and supportive adult relationships with youth & families is key in YMCA collaborations. The Y has already proven success: extended summer learning, community & family partnership management, extended in school learning and youth development youth.
University Tutors: Graduate level tutors that support academic learning in 9th grade Physical Science & Language Arts	University Tutors was recommended and an assistant principal has a professional relationship with the Director of the program; able to support needs as ID'd by data; and passed City RFQ process.	University Tutors was highly recommended by West Seattle as an important resource to supporting students in class academic success.
College Success Foundation: Provide on Site College and Career Activities	College Success Foundation (CSF) is an on-going partner at Cleveland for college readiness and access support CSF employees receive current training and maintain connections to numerous resources in the community.	CSF builds strong relationships with our student, families and school community. CSF provides on-site programming but supports the school wide culture, due in part to their efforts we've seen increases in students taking the SAT/ACT, families completing the FAFSA and enrolling in 4 year universities.

ATTACHMENT 8D: ATTENDANCE WORK PLAN SUMMARY

Leadership, Planning, and Implementation

For the last 4 years Cleveland High School implements a monthly Community School Team include Teachers, Counselors, Instructional Assistants, the School Nurse, Service Learning Coordinator and the Cleveland High School Administrators. This team has previously disaggregated data to identify student needs and potential strategies for support, this team was asked to identify key areas of need and gaps and to identify partners within the school to maintain and expand upon. In August the school held a conversation with teachers to identify student needs and continually holds conversation at grade level and department meetings. The 9th grade teachers have requested additional supports for their students. The levy funds would permit the 9th grade teachers to increase the intensive work that has led to a decrease in students that repeat the 9th grade

Community Partners were invited to a general meeting in the spring of 21012 to determine which partners were interested in partnering with Cleveland. As a Community School Cleveland maintains many in depth and on-going relationships with Community Based Organizations (CBO's), when Cleveland determined which partners to collaborate with these partners were met with numerous times to discuss the strategies of the school and if the partner was capable and willing to support these. The School based Health Center met with Lois Brewer, our Levy Manager to help draft attachment 7 of this proposal, Lois also met with Jessica Wasee of the King County Public Health to solicit ideas for RFI. The leadership and the continuity of the relationships our current community partners have built with our students and the members of our staff, over the course of the last 4 years has been imperative to our success. On our upward trajectory, we have extensively and successfully collaborated with The College Success Foundation and YMCA and as a result of our conversations with the levy teams of Ingraham and West Seattle High School we have included a new partner, University Tutors. All of these partners have been part of planning process for the RFI. We will continue to use our collaborative monthly Community School Team meeting and monthly Partner Meetings to solicit feedback and ideas from our partners to effectively implement our program.

- Princess Shareef, Principal: Ms. Shareef has been the principal of Cleveland High School since July, 2008. She is one of the founding administrators of Cleveland STEM High School which employs project based learning and one to one laptop technology. Prior to this she was the principal at Meany Middle and she was responsible for Readers/Writers workshop to Cleveland High School.
- Marjorie Milligan, Assistant Principal: Ms. Milligan has been the Assistant Principal of Cleveland High School since August, 2007. She is one founding administrators of Cleveland STEM High School. During the last 4 years Ms. Milligan has collaborated with Ms. Domingo on oversight of the Community in Schools Team at Cleveland High School.
- Eddie Reed Ed. D, Assistant Principal: Dr. Reed s one of the founding teachers of Cleveland STEM High School. He has been a Social Studies teacher for 4 years prior to becoming and administrator in the Engineering Academy.
- Serena Swanson, Head Counselor: Responsible for student scheduling and advisory she will work with Mr. Riechert to implement our college and career readiness program.
- Lois Brewer, Service Learning Coordinator: Ms. Brewer collaborates with teachers to identify and implement Service Learning Projects. Ms. Brewer will act as the levy fund manager.

- Catherine Brown, Academic Intervention Specialist: Ms. Brown examines students End of Course data and she also implements and assists teachers in analyzing and making classroom adjustments for students. She will be involved in the training and support of our new 9th grade Academic Intervention Specialist.

Our new Academic Intervention Specialist (AIS) will utilize our existing structure of 9th Teacher Team meetings to examine grades, attendance, MAP Scores and student work with our teachers. The 9th grade Intervention Specialist will also collaborate with teachers around the placement of University Tutors in the classrooms. For example, a student may be having difficulty in science at the beginning of the school year but over the course of the quarter the student may show marked improvement in science based on the data by the teachers and the AIS the student would not receive direct support from the University Tutor assigned to the classroom. The continuous review of the data will be used to correct and or enhance supports for students. Partners will also be responsible for filling out monthly reports and tracking sheets, and quarterly comprehensive reports and meetings with levy manager at the school to assess impact.

Our team has identified 3 areas that will be challenges in implementing our strategies: Instructional Strategies and the University Tutors, communications between the different agencies and partners and partnership agility. Our school delivers instruction to students utilizing Project Based Learning (PBL), the University Tutors will not have a familiarity with this model thus supporting students will be challenging. However, the AIS will collaborate with the 9th grade teachers to conduct a training retreat with the University Tutors on PBL and the unique qualities of Cleveland High School. We will be adding new partners to our process and it is imperative that they know the resources within the school and work collaboratively. Having a individual who manages partnerships and hold monthly community partner meetings will facilitate integration of partners within the school. The final challenge is that of characteristic of agility. Once we have identified changes that need to be made will they be able to do so quickly. We have mitigated most of this challenge by including partners that have been working with our students and staff for the last four years as part of our Community Schools Partnership. During our initial community partnership meeting we will have a detailed discussion on communication, roles and expectations.

Tracking to Results

Five years ago Cleveland High School WASL math scores were below the district and state average. To address this, the Math Department transitioned to Complex Instruction as an instructional strategy to address our deficits in math. As a department they have created common assessments (summative assessments) and they analyze their formative assessments (exit tickets) during their weekly department meetings. During these meetings the math department intentionally focuses on areas where evidence shows that students are struggling based on summative and formative assessments. As a result of this intentional work over the last 5 years our state test scores have increased beyond the state and district average. Data used by departments includes (summative test data, common formative assessments, risk factor data, teacher interaction documentation) created by departments, reading and math MAP scores and grade level teams. We use specific protocols to examine data. Departments meet weekly and grade level teams meet monthly. The focus of departments is specifically targeted at looking at student work, calibrating common assessments, creating projects, aligning curriculum, creating specific lessons and units.

Cleveland uses multiple ways to track progress: Each student at Cleveland has a daily one half hour advisory. Students are responsible for monitoring their progress weekly and advisors are responsible for weekly meetings with each advisee. The grade level advisors form grade level teams that focus on individual student academic and social emotional trends and attendance which may lead to in class

interventions, whole school interventions, individual interventions, community partner referrals, grade level activities that include student led conferences, and college and career preparation.

We the addition of an 9th Grade Academic Intervention Specialist will can prioritize data analysis of our incoming students and track overall student performance. The AIS will be designated as a member of the 9th grade level team. In addition that person would be responsible for preparing risk factor data for each department on a quarterly basis. This individual will also be responsible for supervising University Tutor resources by determining which classes, content, and students to prioritize, eg. using data to determine which class focus students need support in, and providing mini-workshops and to access content area material to increase academic achievement. This individual will also create tracking sheets for the tutors, analyze this data and distribute it among 9th grade core teachers.

In August members of the 9th Grade Intervention Team (Community and Family Manager, Youth Engagement Specialist (YES), and Levy Project Manager) led by the 9th Grade Academic Intervention Specialist will analyze incoming students data on august risk report to identify potential focus students. This team will meet with the 9th grade level core teachers and SPED and ELL teachers during 1st collaboration retreat to share student data and strategies for intervention. This initial meeting will determine baseline status for focus students.

Weekly 9th Grade Intervention Team meetings to discuss progress of students and problem solving students who are not making adequate progress, these students will be brought to 9th Grade Team Level meetings for further brainstorming and problem solving. AIS and YES will use Check and Connect as means to monitor student progress. Consistent communication loops and referral system is needed between Advisor teachers, AIS and Community Partners This is key to maintaining up to date information on focus students. A system will be created using our student/teacher technology platform ECHO. Students will be re-evaluated by AIS at 4 weeks using student progress reports, quarter end grades and student work. This information will be communicated at 9th Grade Core Teacher Collaboration Retreat. This will re-occur throughout the school year.

9th Grade Team Level meetings occur monthly. The focus of this group is on individual student academic and social emotional trends and attendance which may lead to in class interventions, whole school interventions, individual interventions, community partner referrals, grade level activities that include student led conferences, and college and career preparation. When possible partners will be assigned to this team. We believe it is imperative that all of those who are working with our 9th graders be able to have time to collaborate.

To Comply with FERPA regulations it is imperative that all non-school organizations have a signed FERPA form releasing academic records. To ensure that levy funded partners have access to student data we will distribute FERPA release forms to our families during our annual choice night. After FERPA release is signed partners will have access to The Source, ECHO and be included in meetings and conversations as appropriate. In addition to department and grade level team meetings we will implement a community partners group meeting once monthly. Community partners group includes the Academic Intervention Specialist, College Success Foundation, Y.M.C.A., YES, M.E.S.A., University Tutors,. The initial meetings will be used to clarify goals and responsibilities. The work of this group will be to look at student progress data and, make adjustments to student interventions and train partners around the uniqueness of our academic program (PBL, Learning Outcomes, Complex Instruction, ECHO, pathways, etc.) and school culture expectations. During our monthly community partner meetings we will expect documentation regarding student activity/progress/success, barriers. This will provide the opportunity to collaborate, brainstorm and make agile adjustments to service.

Instructions for Completing Annotated Budget:

STEP 1) Enter school name in cell C2.

STEP 2) Enter base pay line-item budget expenditures in Table 1: Base Budget - Personnel and Table 2: Base Budget - Non-Personnel below. Insert information in columns B, C, D, E, and F. High base personnel AND non-personnel budgets combined should not exceed 75% of the high range value listed in cell C4. Low range personnel AND non-personnel budgets combined should be close to 75% of the low range value listed in cell C5. **The high-range budget should tie directly to the proposed strategies outlined in your Work Plan Summaries (Attachment 8).**

NOTE: If you are leveraging non-Levy funds to help implement your Levy strategies, please include these line-item expenditures in Tables 1 and 2. Please insert "Leveraged" in column B, "Leveraged through [insert name of grant or funding source]" in column C, and a brief description of the item, funding source, and amount in column F. Do NOT enter the amount of leveraged funds in the Low Range Budget or High Range Budget columns, as these are for Levy dollars only.

STEP 3) Briefly describe in narrative form how you anticipate spending performance pay in Table 3: Performance Pay for both the high and low range budgets. Schools have significant flexibility in spending performance pay, however, funds should be reinvested in Levy-related work. The high and low range performance pay budget totals will auto populate based on expenditures entered into Tables 1 and 2.

STEP 4) Review Table 4: Budget Totals to confirm that 1) the high budget grand total does not exceed the value in cell C4 and 2) the low budget grand total is approximately equal to the value in cell C5. Adjust expenditures in Tables 1 and 2 to increase or decrease grand total amounts shown in Table 4.

Important Notes:

A) **IMPORTANT:** There are two different budget templates. Please complete the appropriate template.

1. **Innovation Tier 1:** Chief Sealth, Cleveland, and Garfield
2. **Innovation Tier 2:** Rainier Beach, Seattle World School, and South Lake

B) The budget references two key terms: "**base pay**" and "**performance pay**." Schools are awarded 75% of their annual investment up front as base pay. Schools will itemize expenditures in Table 1 and Table 2 equal to their anticipated base pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon Seattle Public Schools' release of state assessment scores in the subsequent fall.

C) The High Range Budget (C4) and Low Range Budget (C5) reflect school year 2013-2014 Levy investment amounts. These cells are locked.

D) Personnel expenditures in Table 1: Base Pay - Personnel must reflect salary and benefits. Please use your expected actual position cost, not an average position cost.

E) Any outside agency that you chose to fund with Levy dollars cannot supplant the work done by a position identified in the Collective Bargaining Agreement. Please contact District Human Resources Representative Terry Meisenburg (tjmeisenburg@seattleschools.org, 206.252.0294) with questions.

F) See the "Commitment Items" tab for a list of Seattle Public Schools' budgeting codes. Please consult your budget analyst with questions.

G) The budget template automatically applies the school year 2013-2014 indirect rate of 4.49% to expenditures in Table 1 and Table 2. Budgets will be adjusted if needed when the official 2013-2014 rate is published.

H) Table 4: Budget Totals will automatically populate based on inputs entered in Tables 1 and 2.

I) Please email Kathryn.Aisenberg@seattle.gov to request a template with additional rows.

Attachment 10: High School Innovation Budget - For schools applying for Levy INNOVATION TIER 1 investments

School Name:

STEM at Cleveland HS

Applicable schools : Chief Sealth, Cleveland, and Garfield

Total Award Amounts

High Range Budget:

\$370,000 (Maximum)

Low Range Budget:

\$200,000 (Approximate)

Table 1: BASE PAY - PERSONNEL

	Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If</i>
1	2043	Certificated Substitutes 14peopleX4daysX\$160p/day	\$8,960	\$8,960	1. 9th Grade Team Collaboration Retreats for 9th grade core teachers plus SPED and ELL teachers: Retreats prioritize how to use ELL instructional strategies and/or SPED strategies across the disciplines, additional trainings, planning, and designing of common assessment; coupled with time to discuss students of concern and connection to partners and intervention possibilities. 2. Attachment 8A, 8B, 8C, 8D. 3. Major academic strategy, No decrease in Low Budget.
2	24000526	9th Grade Academic Intervention Specialist	\$90,000	\$90,000	1. Ongoing data analysis of 9th grade students by 9th Grade Academic Intervention Specialist (AIS) including student grades, risk report, MSP and MAP data. Design and implement Professional Development workshops addressing gaps within school data/focus students outcomes and progress, e.g. ELL instructional strategies and/or SPED strategies 2. Attachment 8A, 8B, 8C, 8D, & 6,7,9 3. Function is integral to 9th grade student progress in meeting levy goals through described strategies. No change in low budget.
3	3043	Classified Extra-Time	\$0	\$3,000	1. Translation Supports offered through classified staff. Cultural navigation. 2. Attachment 8C, 8D 3. Eliminated in Low Budget, could restore with incentive funds or leverage baseline funding.
4					
		<i>Indirect (4.49%)</i>	\$4,443	\$4,578	
		TOTAL Base Budget - Personnel:	\$103,403	\$106,538	

Table 2: BASE BUDGET - NON-PERSONNEL

	Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
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1	7120	YMCA - Community & Family Partnership Manager	\$25,000	\$37,500	<p>1. YMCA Community and Family Partnership Manager: -Freshman Orientation and Transition workshops for students and families organized and facilitated by manager.</p> <p>- Culturally relevant partnerships, Parent Leaders and Translation Supports offered through classified staff.</p> <p>- Partnerships and Parents are identified, trained and monitored by Manager.</p> <p>2. Attachment 8A, 8B, 8C, 8D, 6, 7, 9</p> <p>3. Position initially funded at a lower level and filled in with incentive funds as year goes on. (50/50 leverage by</p>
2	7120	YMCA - Family Engagement Parent Leaders. Stipends - 2 or 4 X \$1500	\$3,000	\$6,000	<p>1. Family Connections: Parent Education, Social, and MS/HS Transition Activities coordinated by Family Engagement Action Team, Led by Community-Family Partnership Manager.</p> <p>2. Attachment 8A, 8B, 8C, 8D, 6,7,9</p> <p>3. Decrease in number of individuals in Low Budget</p>
3	7120	University Tutors - \$3900 each X 2 or 6	\$7,800	\$23,400	<p>1. University Tutors (graduate level, 15-20 hours per week each) in Physical Science & Language Arts; personalization of instruction as needed & assist in coverage of wide range of instructional levels & needs in classrooms. This is an intentional strategy that will help connect 9th graders to the school by providing an adult support and advocate, while giving the students more time to master targeted academic skills and additional time for small group learning. Additionally, having university students in the classroom will benefit the college awareness and culture of the school.</p> <p>2. Attachment 8A and 8B</p> <p>3. Number decreased in low budget based on per tutor</p>
4	7120	Levy Project Manager	\$500	\$4,200	<p>1. Experienced program manager will assist AIS, data analysis, and reporting position. Experienced at Cleveland and in SPS.</p> <p>2. Attachments 8A-8D, 6,7,8,9</p> <p>3. Decreased in Low Budget, Balance of hours in-kind. Balance of in-kind hours will increase in Low Budget.</p>
5		College Success Foundation - 9th/10th Grade Dropout Prevention (1.0 FTE)	\$0	\$0	<p>1. Case management for a 40 first time 9th graders encompassed with in focus student groups and participation in collaborative meetings and sessions.</p> <p>2. Attachments 8C, 8D Grant Funded by US Dept of Ed, i3 funding.</p> <p>3. No direct funding does not impact Low Budget</p>
6	7120	College Success Foundation - Achiever Program (0.2 FTE - 0.5 FTE)	\$6,000	\$15,000	<p>1. Portion of College access advisor to assist with 9th grade.</p> <p>2. Attachment 8C, 8D</p> <p>3. Amount of time decreased in Low Budget. 50/50 leverage</p>

7	5900	Professional Development/Family Engagement Supplies and Materials	\$0	\$2,016	1. Flip Chart paper, markers, name tags, paper goods, copying, etc. 2. Attachment 8A, B, C, D, Attachment 6, 9 3. Decreased in Low Budget, leverage baseline funding
8	5930	Food (500 people X \$6pp X 1 or 2 events)	\$3,000	\$6,000	1. Family Engagement Events - workshops 2. Attachments 8C and 8D, 6 3. Decreased from two events to one in Low Budget
9	5200	Postage	\$0	\$2,500	1. Family Communication 2. Attachment 8C, 8D, 6 3. Eliminated in Low Budget, could restore with incentive funds or leverage baseline funding.
10	7120	RMC Research Denver	\$0	\$4,000	1. Continuation of on-going 21st C Skill evaluation surveys 2. Attachment 8C, 8D 3. Eliminated in Low Budget, could restore with incentive funds or leverage baseline funding.
11	7020	Transportation	\$0	\$4,000	1. Facilitate family and student participation in engagement events & college access activities: charter bus and/or bus tokens. 2. Attachment 8C, 8D, 6 3. Eliminated in Low Budget, could restore with incentive funds or leverage baseline funding.
12	7120	YMCA - Student Engagement Specialist	\$0	\$50,000	1. Student connection to support services: case management, peer tutoring coordination, Project 206 implementation 2. Attachment 8C, 8D 3. Eliminated in Low Budget, could restore with incentive funds or leverage baseline funding.
	7120	Youth Ambassadors - Peer Mentoring	\$0	\$9,000	1. Peer Mentoring attendance focus students, certificated teacher oversight 2. Attachment 8D 3. Eliminated in Low Budget, could restore with incentive funds or leverage baseline funding.
Indirect (4.49%)			\$2,034	\$7,346	
TOTAL Base Budget - Non-Personnel:			\$47,334	\$170,962	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)			\$150,737	\$277,500	

Should be approximately
\$150,000

May not exceed
\$277,500

Table 3: PERFORMANCE PAY (25% of award)		
Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	Low Range Budget	High Range Budget

Low Budget Incentive Funding Use: Look at Summer Learning expenses pending status notification of funding and/or restore minimized expenditures according to priority list: 1. University Tutors add 2 additional tutors \$7,800; 2. IA - Linguistic Support \$2,000; 3. Community/Family Partnership Manager up to 1.0FTE \$12,500; 4. YMCA Engagement Specialist 0.5 FTE \$25,000; 5. Professional Devel. - Family Engagement Supplies \$2000; 6. Transportation (Bus/Tokens) \$1000.

\$50,246

\$92,500

High Budget Incentive Funding Use: 1. Pending notification regarding Summer Learning Funding, may need to hold in reserve for Summer Transition/Extended Learning Programs (Project 206 & STEM Summer Learning Opportunities); 2. Add funding to College Awareness Activities: Transportation, Programing Costs leveraged by College Access Network partners; 3. Restore College/Career Position to 0.5 FTE with CSF

Table 4: Budget Totals

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$103,403	\$106,538
BASE BUDGET - NON-PERSONNEL	\$47,334	\$170,962
PERFORMANCE PAY	\$50,246	\$92,500
GRAND TOTAL	\$200,983	\$370,000

**Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.*

Attachment 10: High School Innovation Budget - For schools applying for Levy INNOVATION TIER 2 investments

School Name:

<<Enter School Name>>

Applicable schools : Rainier Beach, Seattle World School, and South Lak

Total Award Amounts

High Range Budget: \$170,000 (Maximum)

Low Range Budget: \$100,000 (Approximate)

Table 1: BASE PAY - PERSONNEL

Commitment Items	PERSONNEL (List position titles and briefly describe roles)	Low Range Budget (Salary + Benefits)	High Range Budget (Salary + Benefits)	Description of Expense (Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Indirect (4.49%)		\$0	\$0	
TOTAL Base Budget - Personnel:		\$0	\$0	

Table 2: BASE BUDGET - NON-PERSONNEL

Commitment Items	NON-PERSONNEL (List other services, personal service contract charges, and supplies)	Low Range Budget	High Range Budget	Description of Expense (Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Indirect (4.49%)		\$0	\$0	
TOTAL Base Budget - Non-Personnel:		\$0	\$0	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$0	\$0	
		Should be approximately \$75,000	May not exceed \$127,500	

Table 3: PERFORMANCE PAY (25% of award)

Description of Performance Pay Expenditures (Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)	Low Range Budget	High Range Budget
<Enter narrative HERE>	\$0	\$0

Table 4: Budget Totals

	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$0	\$0
BASE BUDGET - NON-PERSONNEL	\$0	\$0
PERFORMANCE PAY	\$0	\$0
GRAND TOTAL	\$0	\$0

*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.

Attachment 10: High School Innovation Budget - For schools applying for Levy **INNOVATION TIER I Investments**

School Name:	ABC High School	Applicable schools : Chief Sealth, Cleveland, and Garfield
	Total Award Amounts	
High Range Budget:	\$370,000 (Maximum)	
Low Range Budget:	\$200,000 (Approximate)	

Table 1: BASE PAY - PERSONNEL				
Commitment Items	PERSONNEL <i>(List position titles and briefly describe roles)</i>	Low Range Budget <i>(Salary + Benefits)</i>	High Range Budget <i>(Salary + Benefits)</i>	Description of Expense <i>(Briefly 1) Describe expenditures, 2) Link expenditures to strategies discussed in Attachment 8: Work Plan Summaries, and 3) Discuss variation in FTE expenditures between Low Range and High Range Budget. If applicable, note low range and high range.)</i>
1	24001438 0.5 FTE 9th Grade Dean of Students	\$40,057	\$40,057	The 9th grade Dean of Students is responsible for helping coordinate the 9th grade program. The Dean works closely with the School Relations Assistant, Intervention Specialists, and the teachers to coordinate student interventions. He collects and analyzes all data in order to monitor the progress of individual students and the 9th grade as a whole. In addition, the Dean coordinates with teachers to provide and support professional development opportunities. Finally, the Dean acts as liaison between teachers, intervention specialists, administration, instructional coaches, district staff and those who oversee the grant at the city level.
2	23201210 Math Teachers	\$85,000	\$172,000	These monies will help us fund 1.0 Math teacher (low range) and 2.0 Math teachers (high range). Note: We strategically use Levy dollars to fund the more junior of these teachers in order to get the most out of these funds. These teachers work with 9th grade focus students. The levy funds allow for smaller class sizes in the Risk Factor cohort group.
3	39106880 0.25 ELL School Relations Assistant	\$12,341	\$12,341	The ELL Case Manager will be designated to track and monitor student progress and implement targeted interventions. ABC High School has a rapidly growing ELL population, thus we are in great need of a position that is responsible for implementing intervention and tracking ELL students' academic progress, test scores and attendance.
4	20210600 LINK Coordinator	\$1,500	\$1,500	Stipend for the LINK Coordinator to train 50 LINK Leaders, organize the 9th grade orientation, train leaders to teach career and college readiness lessons, link events and follow up, collect data and plan.
Indirect (4.49%)		\$6,237	\$10,143	
TOTAL Base Budget - Personnel:		\$145,135	\$236,041	

Table 2: BASE BUDGET - NON-PERSONNEL				
Commitment Items	NON-PERSONNEL <i>(List other services, personal service contract charges, and supplies)</i>	Low Range Budget	High Range Budget	Description of Expense <i>(Please describe variation in FTE between Low Range and High Range Budget. Also, please let us know in separate line items if you are leveraging other funds and the amounts.)</i>
1	5100 LINK Budget	\$1,000	\$1,000	Cost for curriculum materials, LINK t-shirts, and supplies for 9th grade orientation.
2	2062 Extra Time Staff	\$4,650	\$0	Fund professional development for entire staff 4 hour professional development focused on "Best Practice and Instructional Strategies for ELL and SPED students in August. Staff will be able to attend 14 hours of additional training October 12, Feb 6th, March 6th and May 15th. \$4,650 covers training costs and pay for 10 teachers who want the follow up sessions after August.
3	7120 Seattle CBO XYZ	\$0	\$38,500	Pay for community partner to have a full time Senior Director of Education and Development on-site and integrated into the ABC school community.
4	Leveraged Leveraged through Seattle CBO XYZ			\$26,000 program budget leveraged through grant provided to Seattle CBO XYZ to provide 2-4 in-school and 8-12 after school enrichment and/or service based activities. Responsible for tracking all 9th graders to ensure they are involved in a minimum of 1 extra curricular activity during the school year and removing barriers for participation that arise for some students. Priority enrollment for identified 9th graders in Y activities will be given.
Indirect (4.49%)		\$254	\$1,774	
TOTAL Base Budget - Non-Personnel:		\$5,904	\$41,274	
TOTAL PERSONNEL AND NON-PERSONNEL BASE BUDGET (75% of award)		\$151,038	\$277,314	

Should be approximately \$150,000

May not exceed \$277,500

Table 3: PERFORMANCE PAY (25% of award)		
Description of Performance Pay Expenditures <i>(Briefly describe how you anticipate spending your performance pay. Please explain the differences between your High Range and Low Range Budgets.)</i>	Low Range Budget	High Range Budget
Low Range: Use the performance pay to fund an on site 0.5 FTE Care Coordinator through our community based partner XXX. This is a vital role in Behavioral Health Care Coordination Pilot at ABC High School. Responsibilities will include screening all 9th graders for risk factors that may interfere with learning, case manage students, update MHITS data base, attend SIT and health provider meetings. 2013-14 performance pay will be carried forward for the following year. High Range: In addition to the low range use of funds, we will create credit retrieval options and support for repeat 9th graders. The performance pay will also pay for collaborative planning time for staff who are working on best practice strategies and curriculum to support 9th grade academic gains.	\$50,346	\$92,438

Table 4: Budget Totals		
	Low Range Budget	High Range Budget
BASE BUDGET- PERSONNEL	\$145,135	\$236,041
BASE BUDGET - NON-PERSONNEL	\$5,904	\$41,274
PERFORMANCE PAY	\$50,346	\$92,438
GRAND TOTAL	\$201,384	\$369,752

*Low Range Budget Grand Total should be close to value in C5. High Range Budget Total should not exceed value in C4.

Commitment Account name

0310	District Salaries (DT)
0510	District Printing (DT)
0590	District Supplies/Equip (DT)
0591	ProfDev District Printing DT
0592	ProfDev Dist Suppl/Equip DT
0702	Transportation District Services (DT)
0704	Maintenance (DT)
0710	District Services (DT)
0720	Not assigned- do not use
0791	ProfDev-District Services DT
1310	Credit Transfer-District Salaries
1510	Credit Transfer-District Printing
1590	Credit Transfer-Supplies/Equip
1591	ProfDev-District Printing CR
1592	ProfDev-District Suppl/Equip CR
1702	Transportation District Services (CT)
1704	Maintenance (CT)
1710	Credit Transfer-District Services
1720	Not assigned - Do not use
1791	ProfDev-District Services CR
1910	Credit Transfer-Gen Obligation Capacity
1920	CT-U.C.
2011	Time Respons. Incentive
2023	Athletic Stipend
2031	Negotiated Extra Days-Position
2032	Negotiated Extra Days-General
2041	Vacant Position - Certificated
2042	Sick Leave Subs-Certificated
2043	Workshop Subs - Certificated
2062	Extra time- Certificated
2063	Extra-time Home Instruction
2072	Supplemental Compensation
2082	Sick Leave Cash Out
2083	Annual Leave Cash Out
2091	Contingency Reserve
2092	Salary Adj Reserve
2093	ProfDev Workshop Subs - Cert
2094	ProfDev Extra Time - Cert
2095	ProfDev-Supplemental Comp
2098	Fee Pd Kindergarten-Current Yr Reserve
2099	Fee Pd Kindergarten-Next Yr Reserve
20210507	Instructional Spec Stipend

20210524	Curriculum Consult Stipend
20210525	Head Teacher Stipend
20210526	House Administrator Stipend
20210527	Inst Supt/Res Teacher Stipend
20210528	Type II DL Coordinator Stipend
20210529	School to Work Specialist Stipend
20210530	Spec Ed Consulting Teacher Stipend
20210531	Star Consultant Stipend
20210535	Assessment Testing Support Specialist
20210536	Student Support Service Consultant
20210537	Dean of Students Stipend
20210540	Family Services Coordinator
20210541	Children Services Coordinator
20210542	Teacher Service/Teacher Resource
20210546	Professional Develop Sch Coach-Stipend
20210549	Instructional Svcs School Coach
20210550	Reading First Coach Stipend
20210551	School Based Professional Dev Coach
20210552	Early Childhood Literacy Specialist
20210553	Advanced Learning Consulting Teacher
20210554	Equity & Race Relations Specialist
20210599	Stipend Pool
20210600	Activity Coordinator Stipend
20220420	Intramural Elem
20220421	Intramural SEC
20220500	Department Head I Stipend
20220501	Department Head II Stipend
20220502	Department Head III Stipend
20220503	Department Head IV Stipend
20220504	Elementary Curriculum Stipend
20220505	Elementary Instruction Stipend
20220506	Elem Choral Music Stipend
20220508	Instructional Liaison Stipend
20220509	PIPE Coordinator I Stipend
20220510	PIPE Coordinator II Stipend
20220511	Subj Matt Spec I Stipend
20220512	Subj Matt Spec II Stipend
20220513	Subj Matt Spec III Stipend
20220514	Subj Matt Spec IV Stipend
20220515	Team Leader I Stipend
20220516	Team Leader II Stipend
20220517	Team Leader III Stipend
20220518	Team Leader IV Stipend

20220520	Head Counselor Stipend
20220521	Services Consultant I
20220522	Services Consultant II
20220523	Services Consultant III
20220543	Building Leadership Team
20220546	Professional Development Coach Stipend
20220547	Educational Tech Leader I (Elementary Level)
20220548	Educational Tech Leader II (Secondary Level)
20220555	Chemical Hygiene Officer I
20220556	Chemical Hygiene Officer II
20220557	Chemical Hygiene Officer III
20220599	Stipend Pool
20220601	Annual Stipend
20220602	Debate Stipend
20220603	Elem Recreational Stipend
20220604	Elem Sch/Home/Comm Stipend
20220605	Newspaper Stipend
20220606	Safety Patrol Stipend
20220607	Senior Class Advisor Stipend
20220608	Stockroom Stipend
20220609	Band Stipend
20220610	Choral Stipend
20220611	Drama Stipend
20220612	Orchestra Stipend
20220613	Bldg Coordinator Athletic Stip
20592060	Traffic Education Instructor
20592700	Evening School Instructor
20592800	Hourly-Certificated
20592801	Hourly - Summer School Teacher
21101033	Superintendent
21201006	Deputy Superintendent
21300004	Administrative Special Assign
21301004	Athletic Programs Specialist
21301007	Chief Academic Officer
21301010	Chief Information Officer
21301012	Director, Curriculum, Instruction & Assessment
21301020	Exec Director, Teach/Learning
21301024	Director, Community Learning
21301025	Director-School Support Svcs
21301026	Director- Instruction & Prof Devel
21301027	Lead Director of Instruction
21301028	Director, Visual and Performing Arts
21301045	Director, Highly Capable Services

21301047	Director of Instructional Services
21301048	Director-Standards & Assessment
21301049	Director, Curriculum and Instruction
21301050	Coord., Middle Sch Special Proj
21301055	Coordinator, Prog & Staff Develop & Compliance
21301172	Program Administrator, School Transformation
21301177	Secondary Education Director
21301178	Education Director, Elementary
21301300	Coordinator-Assessments
21301301	Coordinator-Spec Ed Pgm Svcs
21301302	Director-Education Support Svcs
21301303	Prog Mgr-Lang and Culture
21301305	Director, School Intervention
21301450	Director-Technical Assistance
21301451	Director-School Enhancement
21301706	Prog Mgr-Interagency
21301708	Coordinator, Leadership Development
21301715	Coordinator II, Leadership Development
21301720	Mgr, Student Mental Health Initiatives
21301722	Prog Mgr-Inquiry Based Science
21301723	Prog Mgr-Technical Assistance
21301724	Manager-Counseling Services
21301725	Manager-Student Health Svcs
21301726	Director-Early Childhood
21301727	Coordinator-Athletics
21301775	Program Consultant
21301779	Program Mgr, Evening & Summer HS Program
21301780	Highly Capable Program Manager
21301801	Program Manager, Dept of Tech Assistance
21301803	Program Manager, Reading Program
21301811	Program Manager I
21301813	Program Manager,K-12 Science
21301814	Program Manager, Mathematics
21301820	Coord-Special Ed Services
21301821	Program Manager, Special Proj
21301822	Physical Ed Program Manager
21301828	Manager-Spec Ed Svcs
21301829	Supervisor-Spec Ed Svcs
21301831	Interim Special Assignment, Central Office
21301840	Coord - Teacher Dev
21301900	Supervisor, Advanced Lrng Prog Services
21301903	Supervisor-Media Services
21301905	Supervisor, Title I/LAP Prog Services

21301915	Prog Manager-Traffic Ed
22101754	Principal I-Elementary
22101833	Interim Special Assignment, Central Office
22201058	Asst Principal-Elementary
22301747	Middle Sch. Principal, Spec. Assignment
22301748	High School Principal, Spec. Assignment
22301755	Principal-Middle School
22301756	Principal-High School
22401057	Assistant Principal, Alternative School
22401059	Asst Principal-Middle School
22401060	Asst Principal-High School
22401061	Asst Principal-Planning
22500001	Administrator-Spec Assignment
22501050	Coord., Middle Sch Special Proj
22501170	Director-Elementary Education
22501171	Director-Secondary Education
22501770	Program Assistant
22501780	Highly Capable Program Manager
22501795	Principal I-Alternative School
22501796	Principal II-Alt School
22501800	Program Manager-Head Start
22501805	Prog Coord-Secondary BOC
22501806	Program Consultant
22501807	Assistant Program Manager
22501808	Senior Program Consultant
22501809	Program Manager II
22501812	Sr. Program Consult-Homeschool
22501985	Manager-Tech & Prof Education
23101180	Teacher-Kindergarten
23101185	Teacher-Comp Ed, Kindergarten
23101190	Teacher-Elementary
23101195	Comp Ed Teacher-Elementary
23101705	Teacher Instrumental Music
23201205	Teacher-Middle School
23201206	Teacher-Comp Ed, Middle School
23201209	Teacher-Residence
23201210	Teacher-High School
23201211	Teacher-Comp Ed, High School
23201215	Teacher-Alter. Middle School
23201230	Teacher-Vocational Ed
23301173	Tchr BE-ESL Classroom, Elem
23301174	Tchr GE-BOC, Elementary
23301175	Tchr BS-ESL Classroom Secondary

23301176	Tchr GS-BOC, Secondary
23301200	Teacher-Science/Resource
23301240	Teacher-Special Education
23301246	Tchr XT-Autism
23301247	Teacher-Classroom Specialist
23301248	Tchr XB-Behavior Disab, Self-Contained
23301249	Tchr XG-Generalist, Resource Room
23301250	Tchr XH-Hearing Impaired
23301251	Tchr XL-Deaf/Blind
23301252	Tchr XM-Mentally Handicapped
23301253	Tchr XO-Orthopedically Handicapped
23301254	Tchr XP-Adaptive Physical Ed
23301255	Tchr XS-Severe/Profound
23301256	Tchr XV-Visually Impaired
23301257	Tchr XX-Hospital Instruction
23301258	Tchr XE-Early Childhood
23301275	Early Childhood Literacy Specialist
23301682	Exchange Teacher
23301707	Lab Driver Trainer
23301719	Designated Bldg Sub
23301721	Long Term Substitute
23301835	Teacher-Sub on Contract
24000151	International Education Coach
24001037	Advanced Learning Consulting Teacher
24001038	Assesment Testing Support Spec
24001201	Teacher-Science/Resource
24001259	Consultant
24001260	Program Specialist
24001261	Children Services Coordinator
24001262	Family Services Coordinator
24001276	Early Chilhood Literacy Specialist
24001430	Curriculum Consultant
24001435	Curriculum Consultant-Science
24001438	Dean of Students
24001689	Head Teacher
24001700	House Administrator
24001701	Instruct. Res. Supp. Tchr - Science
24001702	Instruct Support Resource Tchr
24001703	Mathematical Instruc Resrc Support Teacher
24001704	Instructional Specialist
24001760	Professional Development School Coach
24001761	High School Specialist
24001762	Equity & Race Relations Specialist

24001765	School-Based Prof Devel Sch Coach
24001785	Reading First Coach
24001802	School to Work Specialist
24001817	Instructional Svcs School Coach
24001818	Instr Svcs Sch Coach-Sub, SAEOP, Parapro
24001819	Instructional Svcs Binigual Sch Coach
24001823	Small Learning Comm Proj Coordinator
24001824	Instructional Svcs School Music Coach
24001825	Sp Ed, Compliance Consulting Teacher
24001826	Student Support Svc-Conslt Tch
24001827	Spec Ed Consulting Teacher
24001834	Star Consultant
24101710	Librarian-Elementary
24101712	Librarian-Middle School
24101713	Librarian-High School
24201418	Counselor-Elementary
24201420	Counselor-High School
24201421	Counselor-Special Education
24201422	Counselor-Middle School
24201425	Mental Health Program Case Manager
24201804	School to Work Counselor
24201981	Vocational Counselor
24301735	Occupational Therapist
24401423	Social Worker
24401815	Social Worker
24501164	Audiologist Special Ed
24501832	Specialist Comm Disorder
24601790	Psychologist
24701730	Nurse
24801745	Physical Therapist
25101036	Activity Coordinator
26101677	Employee Assoc Representative
3032	Extra Days (or Hours)
3041	Vacant Position - Classified
3042	Sick Leave Subs
3043	Workshop Subs - Classified
3062	Overtime - Classified
3072	Supplemental Compensation
3073	Supplemental Comp-Clothing Allowance
3092	Salary Adj Reserve - Classified
3093	ProfDev Workshop Subs - Classified
3094	ProfDev Overtime - Class
3099	Enrollment Contingency

30529312	Carpenter - hourly
30529331	Glazier - hourly
30529352	Building Laborer - hourly
30529362	Plumber - Hourly
30529373	Painter - hourly
30529382	Electrician - hourly
30529402	Steamfitter-Hourly
30529422	Sheet Metal Worker - Hourly
30529431	Roofer-Hourly
30529460	Hourly Auto Machinist
30529461	Hourly Machinist
30529510	Brick Mason - Hourly
30529530	Electronic Technician - hourly
30539409	Truck Driver-Hourly
30547195	Alarm Monitor-Hourly
30547349	Field Security Monitor-Hourly
30549084	Custodian-Apprentice
30549085	Custodian-Hourly w/Benefits
30549086	Custodian-Hourly w/o Benefits
30549087	Custodian-Substitute
30549300	Gardener - Hourly
30549301	Gardener - Hourly w/o Benefits
30549302	Gardener - Apprentice
30549465	Extra Warehouse Worker - Hourly
30549520	Lunchroom Assistant
30549521	Satellite Mgr Bulk/Floating
30549522	Lunchroom Assistant
30549523	Prepack Satellite Manager
30549524	Central Kitchen Operations Manager
30549525	Central Kitchen Coordinator
30549526	Catering/Dining Coordinator Over 500
30549527	Catering/Dining Coordinator Under 500
30549528	Central Kitchen Lead
30549571	Lunchroom Assistant Manager
30549572	Lunchroom Manager
30549573	Lunchroom Sr Control Manager
30549574	Lunchroom Assistant Manager
30549575	Bulk Satellite Manager Over 300
30549576	Secondary Manager Under 500
30549577	Elementary III Manager
30549578	Elementary II Manager
30549579	Float Manger
30597350	Hourly

30597351	Hourly Coaches - Classified
30597352	Hourly Tutors - Classified
30597353	Hourly - Summer School I A
30597354	Hourly-School Board Member
30597356	Playground/lunch Supv - Hourly
30597357	Parent Vol Coordinator - Hourly
30597358	Office Helper - Hourly
30597359	Theme Reader - Hourly
30597360	Hourly - Peak Load Only
30597361	Hourly - Management (Non-FTE)
30597362	Sound Partners Tutor
30597363	Bus Asst I for Headstart - Hourly
30597370	Hourly-Athletic Police Officer
30597371	Hourly-Athletic Line Painter
30597372	Hourly-Athletic Helper - Adults
30597373	Hourly-Athletic Coordinator
30597500	Hourly - STW Enrollee - SPS H.S. Student
30597501	Hourly - STW Enrollee - College Student
30597502	Hourly - STW Enrollee - Acadmy Intern
30597794	Hourly-Athletic SPS Student
30597795	College Student
30597796	Students
30597797	Team Read Tutors
30597798	IT Student
30597799	College Tech S.P.S.
31110000	Office Clerical - Prior years
31130000	Professional - Prior years
31150000	Technical - Prior years
31160000	Director/Supervisor - Prior years
39009000	Employee Assoc Representative
39009001	Employee Assoc Representative
39100009	Parapro Unassigned - 201/7
39100010	Parapro Unassigned-201
39100011	Parapro Unassigned-220
39106002	Student and Family Advocate
39106141	Physical Education Attendant
39106153	Counseling Support Advocate
39106155	Broadcast Program Spt Asst
39106174	Bus Assistant I Head Start
39106175	Bus Supv I Spec Education
39106189	Career Center Specialist
39106201	Pre-School Instructor
39106213	Career Ladder Asst - 201/7

39106216	Child Development Associate
39106291	Community Aide
39106292	Community Resource Liaison-260
39106293	Community Resource Liaison-220
39106298	Computer Lab Monitor
39106299	Computer Lab Assistant
39106310	Correct Ed Associate
39106322	Distar Assistant
39106330	Drug/Alcohol Awareness Spec
39106331	Drug/Alcohol Interv Res Spec
39106334	Intervention Sch Bus Driver
39106375	Family Educator I
39106376	Family Educator II
39106377	Family Services Provider
39106378	Family Services Provider - 260
39106379	Family Support Worker 260
39106380	Family Support Worker
39106381	Family Supp Wkr Prog Training Specialist
39106389	Language Immersion Instructional Assistant
39106390	FSW Program Training Specialist - 223 Day
39106410	Gear-Up Project Services Spec.
39106450	Home Visitor/Recruitor
39106495	Health Assistant I
39106497	Health Assistant II
39106505	Head Start Assistant
39106507	Headstart Instructor - 201/7
39106508	Homeschool Recruiter/Liaison
39106510	Home School Coordinator
39106526	Lead Truancy Prevention Assistant
39106527	Family Partnerships Specialist
39106528	Lead Truancy Prevention Assistant
39106529	Instructional Asst - 260/7
39106530	Instructional Asst - 201/7
39106531	Bilingual Instr Asst/IB-201/7
39106532	Bilingual Instr Asst/IBS-201/7
39106534	Intervention Specialist-260
39106535	Interpreter for the Deaf-201/7
39106536	Intervention Specialist-204
39106537	Intervention Associate
39106551	Intervention Specialist - 223
39106555	MSSP Intervention Specialist
39106570	Life Skills Specialist
39106577	Head Start Kitchen Supt Asst

39106631	Mentor & Mediation Specialist
39106645	School Nursing Assistant/LPN
39106653	Occupat/Physical Therapy Assoc
39106654	Occupation/Phys Therapist201/7
39106671	Outreach/Intake Spec - 204
39106675	Parent Ed Lab Assoc
39106676	Parent Ed Lab Coordinator
39106682	Parent Employment Liaison/Head Start
39106751	Re-Entry/Intervention Spec
39106752	Retention/Retrieval Specialist
39106764	School Project Assistant
39106788	Safety & Emergency Communications Specialist
39106801	Truancy Prevention Assistant
39106810	Speech/Language Therapy Asst.
39106811	Speech/Language Therapy Asst I
39106850	Dupl CI - Do Not Use
39106860	Special Ed Asst/ISE - 201/7
39106861	Special Ed Asst/ISG - 201/7
39106862	Special Ed Asst/ISS - 201/7
39106863	Special Ed Asst/ISB - 201/7
39106864	Special Ed Asst/ISW - 201/7
39106880	School Relations Assistant
39106881	Student and Family Advocate
39106910	Compensatory Ed Assistant
39106911	TT Minor Facilitator
39106915	Volunteer/Parent/Tutor Coordinator
39106916	Transitional Prog Specialist
39106917	Multicultural Tutor
39106940	Violence Prevention Specialist
39106946	Visual Arts Assistant
39106955	Youth Services Assistant
39209310	Supervisor III-Carpenters
39209370	Supervisor III-Painter
39209380	Supervisor III-Electrician
39209440	Machinist
39209441	Machinist
39209450	Supervisor II/Mechanic
39209451	Auto Machinist
39209460	Hourly Auto Machinist
39209461	Hourly Machinist
39209471	Drapery Helper
39209481	Musical Instrument Repair
39209529	Chief Electronics Technician

39209600	Supvr III Carpenter
39209601	Carpenter
39209602	Asbestos Worker
39209603	Glazier
39209604	Carpet Layer
39209605	Building Laborer
39209606	Supvr III Plumber
39209607	Plumber
39209608	Supervisor III-Painter
39209609	Painter
39209610	Supvr III Electrician
39209611	Electrician
39209612	Rigger
39209613	Steamfitter
39209614	Supervisor III-Sheet Metal
39209615	Sheet Metal Worker
39209616	Roofer
39209618	Brick Mason
39209619	Chief Electronic Technician
39209620	Electronic Tech
39400006	SAEOP-Unassigned-201
39400007	SAEOP-Unassigned-220
39400008	SAEOP Unassigned-260
39400012	Mgmt Staff Unassigned-260
39400129	Fiscal Stkrn Clerk-Elem School
39406009	Accounting Specialist III
39406014	Accts Payable Acctg Specialist
39406016	Accounting Specialist I
39406017	Accounting Specialist II
39406030	Adaptive Computer Specialist
39406035	Senior Admin Assist to the Board
39406040	Administrative Assistant
39406041	Administrative Assistant-223
39406056	Admin Secretary-Elementary 201
39406057	Admin Secretary-Elementary
39406058	Admin Secretary-Alternative Elementary
39406059	Admin Secretary-M.S. 220
39406060	Admin Secretary-Alt Secnd-220
39406061	Admin Secretary-Middle School
39406062	Admin Secretary/Alternatv-260
39406063	Admin Secretary-High School
39406064	Admin Secretary-H S 220
39406066	Admin Elem Sec-Spec Assign

39406081	Accounting Specialist II (220)
39406082	Capital Projects Accounting Specialist
39406085	Nutrition Serv Inventory Spec
39406113	Asst Secretary-High School-260
39406115	Asst Secretary-High School 220
39406116	Asst Secretary-MS-260
39406117	Asst Secretary MS-220
39406118	Asst Secretary-Alternative School
39406148	Attendance Specialist
39406149	Attendance Specialist MS-220
39406150	Attendance Spec II-MS-201
39406151	Attendance Specialist-High Sch
39406162	Budget Specialist
39406214	Cash Office Coordinator
39406215	Cataloging Specialist
39406276	Claims Assistant
39406280	Clerical Supervisor
39406306	Computerized Records Spec
39406313	Curriculum Project Coordinator
39406318	Data Registrar Assistant I-220
39406319	HS Data Registration Specialist
39406320	Data Registration Asst-260
39406321	Data Registration Asst I-201
39406323	Data Entry Coordinator
39406326	High School Data Registration Spec-260
39406328	Nutrition Services Technician
39406332	Elementary School Assistant
39406337	Employee Benefits Specialist
39406340	Educational TV Assoc Producer
39406342	Elementary School Asst 260
39406350	Enrollee Services Specialist
39406359	Exective Assistant to the Board
39406363	Office Specialist I-220
39406491	Counseling Secretary
39406492	Counseling Secretary
39406493	Counseling Secretary - 220
39406500	Head Start Nutrition Coord
39406509	Telecommunications Specialist
39406511	Help Desk Assistant II
39406552	Inventory Asset Identifier
39406554	Lead Substitute Dispatcher
39406557	Lead Substitute Svc Coordinator
39406564	Library Assistant-201

39406565	Library Assistant-260
39406566	Library Assistant II
39406569	SPF-SIG Coordinator
39406573	Home School Recruiter/Liaison
39406652	High School Fiscal Specialist 220
39406655	Office Assistant 220
39406656	Office Assistant
39406657	Fiscal Stkrn Clerk M S - 260
39406658	Fiscal Stkrn Clerk-Middle Schl
39406659	Fiscal Stkrn Clerk-High School
39406660	Office Specialist I-260
39406661	Office Specialist II-220
39406662	Office Specialist III-260
39406664	Office Specialist I-201
39406665	Office Specialist II-260
39406666	Office Specialist II-201
39406667	Office Specialist III-220
39406668	Office Specialist III - 201
39406678	Truancy Petition Asst
39406680	Parent School Specialist
39406681	Parent School Specialist-260
39406693	Payroll Technician
39406710	Lead Personnel Specialist
39406711	Personnel Specialist
39406720	Professional Learning Center Prog Spec
39406735	Purchasing Services Specialist
39406750	Radio Station Assistant
39406757	Receptionist/Switchboard Opr
39406758	Risk Managment Specialist
39406763	Sr Administrative Asst-223
39406767	Senior Accounting Technician
39406768	Senior Administrative Asst-260
39406770	Senior Benefits Specialist
39406772	Senior Admin Asst-204
39406789	Safety & Emergency Communications Specialist
39406790	Science Materials Center Asst
39406791	Science Materials Center Assistant-260
39406795	Secretary I-260
39406796	Secretary I-201
39406797	Secretary I-220
39406802	Summer Semester Support Coordinator
39406804	Secretary II-260
39406805	Secretary II-220

39406806	Secretary II-201
39406818	SPICE Pgm Advocate Site Coord
39406826	Team READ Project Lead
39406841	Staff Assistant
39406849	Student Assign Facilitator-223
39406850	Student Assgmt Facilitator-260
39406851	Homeschooling Program Spec
39406852	Homeschooling Prog Specialist-201
39406853	Sp/Blg Ed Stud Svc Faciltr 223
39406854	Sp/Blg Ed Stud Svc Faciltr 260
39406865	Safety and Security Services Coordinator
39406866	Safety and Security Services Coordinator
39406870	Systems Support Trainer I
39406873	Systems Training & Support II
39406886	Substitute Dispatcher
39406887	Substitute Dispatcher - 220
39406921	Telecommunications Analyst I
39406922	Training Specialist
39406923	Transportation Specialist-223
39406925	Transportation Specialist-260
39406929	Workers Comp Specialist
39406930	Work Based Learning Spec-201
39406931	Work Based Learning Spec-220
39406933	Work Management Analyst
39406935	Transport Wrk Control Opr-204
39406936	Transport Wrk Control Opr-223
39406937	Transport Wrk Control Opr-260
39406944	Vocational Assessmt Specialist
39408060	Distribution Coordinator
39409469	Warehouse Expeditor
39506619	Mail Clerk I
39506620	Mail Clerk II
39506621	Lead Mail Clerk
39509407	Supervisor II Truck Drivers
39509408	Truck Driver
39600103	Fam & Comm Engage Liaison S Pac Comm
39600105	Athletic Trainer
39600127	Fam & Comm Engage Liaison African Amer
39606003	Cost Support Analyst
39606004	Bilingual Family Center Coordinator
39606005	Sr Cost Technician
39606006	AP Systems Supervisor
39606045	Administrative Dietician

39606065	Civil Rights Analyst
39606069	Staff Accountant II
39606070	Analyst III
39606071	Applications System Analyst
39606072	Archivist/Records Mgmt Officer
39606073	Assistant Archivist
39606074	Sr Applications System Analyst
39606075	Applications Sys Administrator
39606076	Application Systems Analyst I
39606077	Applications System Analyst II
39606078	Cost Analyst
39606079	Head Start Health Analyst
39606080	ASB Fund Analyst
39606086	Assistant Buyer
39606119	Construction Project Engineer
39606142	Athletic Program Liaison
39606143	Athletic Program Liaison
39606157	Student Services Facilitator
39606159	Budget Analyst I
39606160	Budget Analyst II
39606166	Senior Buyer
39606167	Accounting Analyst II
39606168	Accounting Analyst III
39606169	Accounting Supervisor II
39606170	Accounting Analyst I
39606205	Capital Project Accountant
39606206	Capital Projects Management Analyst
39606208	Coordinator, Family & Community Engagement
39606217	Capital Projects Community Liaison
39606220	Payroll Systems Specialist
39606275	Claims Adjudicator
39606278	Class & Comp Analyst II
39606281	STEPS Chronic Disease Prevention Coord
39606285	Communications Specialist
39606286	Marketing Specialist
39606287	Communications Specialist
39606289	Coord, Community Learning Ctrs
39606304	Head Start Fiscal Coordinator
39606305	Construction Proj Spec-Entry L
39606307	Construction Proj Specialist
39606308	Demographic Analyst
39606309	Coord-Copier/Printing Services
39606311	Resource Spec Multi-Arts

39606314	Head Start Fiscal Supp Analyst
39606325	Database Administrator I
39606335	Employee Assistance Counselor
39606336	Employee Assistance Specialist
39606341	Educational TV Director/Editor
39606343	Constructin Records Coordinator
39606345	Instructional Broadcast Center Manager
39606347	GIS Anaylyst I
39606348	GIS Anaylyst II
39606351	Student Information Systems Analyst
39606352	Evaluation Systems Analyst
39606353	Executive Administrative Asst. II
39606354	Executive Admin. Asst. I
39606355	Executive Admin. Asst. II
39606360	Admin Asst to the Board
39606365	Safe School Mental Health Coordinator
39606366	Safe School Professional Dev Coordinator
39606368	Out of School Time Prog Liaison
39606369	Family Partnerships Coordinator
39606370	Facility Planner
39606371	Head Start Supv Enrollment, Fam & Comm Svcs
39606372	Enroll. Stud Data Supp Analyst
39606373	Enrollment & Planning Analyst
39606374	Lead Facility Planner
39606382	Area Supervisor, Head Start
39606383	Child Care Liaison
39606385	Area Supervisor, Head Start
39606386	Financial Analyst
39606388	Grants Support Analyst
39606400	Coordinator-Gear Up Project
39606494	HR Support Analyst
39606501	Help Desk/Trainer IV
39606502	Help Desk/Trainer III
39606503	Help Desk/Trainer II
39606504	Help Desk/Trainer I
39606506	Student Systems School Coach
39606512	Human Resources Analyst I
39606513	HR PSoft Functional Analyst
39606514	Human Resources Analyst
39606515	Human Resources Specialist
39606516	Facilities Specialist
39606517	Instrument Repair Specialist
39606519	Human Resources Administrative Analyst

39606522	Injury Management & Prevention Admin
39606523	Lead, HR Analyst, Specialized Assignment
39606524	HR Analyst, Specialized Assignment
39606525	Community Lrng, Trng and Outreach Specialist
39606538	System Control Accountant
39606539	Labor Relations Specialist
39606540	Enrollment Svc Ctr Coordinator
39606541	Lead Student Asst Specialist
39606543	Legal Assistant
39606544	Loss Control Specialist
39606545	Enrollment Support Analyst
39606546	Legal Assistant
39606558	Safety Education Project Coordinator
39606559	Environ Hlth /Safety/Drinking Water Prog Coord
39606560	Family & Community Partnerships Analyst
39606571	Logistics Support Analyst
39606572	Logistics Proj Administrator
39606630	Management Analyst
39606633	Capital Project Accountant
39606634	Middle Sch Suppt Prog Liaison
39606635	Musical Instr RepairApprentice
39606636	Support Program Liaison-M S
39606646	Network Administrator
39606648	Network Analyst III
39606672	Outreach/Intake - 260
39606673	Payroll Audit Specialist
39606674	Relocation Planning Assistant
39606677	Truancy Petition Supervisor
39606679	Truancy Petition Specialist
39606694	Volunteer Services Coordinator
39606695	Kindergarten Transition Coordinator
39606702	Lead Resrch, Eval and Assessmt Analyst
39606703	Lead Evaluation System Analyst
39606712	Payroll Systems Analyst
39606715	PIC Coordinator
39606727	Programmer/Analyst II
39606730	Coord of Fiscal Compliance
39606731	Program Evaluator
39606732	Programmer/Analyst SIS
39606734	Program Consultant/Health
39606736	Programmer Analyst IV
39606738	Lead, Classification & Compensation
39606739	Senior Facility Planner

39606740	Program Placement Coordinator
39606741	Lead, HRIS
39606742	Media Relations Specialist
39606755	Relocation Planner
39606756	Head Start Early Literacy Specialist
39606759	Risk Management and Loss control Specialist
39606761	Resource Conservation Spec
39606762	Samoan Int Svc Coordinator
39606766	Acct Sys Control Supervisor
39606771	Senior Budget Analyst
39606773	Senior Claims Adjudicator
39606774	Sr Grants Svs Analyst
39606775	Sr. Finance Database Sys Anlys
39606776	Senior Financial Sys Analyst
39606777	Senior Human Resource Analyst
39606779	Financial Systems Administrator
39606781	Financial Reporting Accountant
39606782	Senior Tech Support Specialist
39606783	Sr. Transportation Analyst
39606787	Senior Budget Analyst I
39606792	Senior Help Desk Trainer
39606793	Steps Nutrition Education Coordinator
39606800	Building Leadership Coordinator
39606808	SISO Analyst I
39606816	Student Data Support Analyst
39606820	Financial Analyst, Grant
39606825	PAC IS Student Svcs Coord
39606827	Team Read Project Coordinator
39606828	Investigator
39606830	Small Works/HUDS Coordinator
39606839	Grants Accountant I
39606840	Grant Accountant II
39606842	Staff Accountant I
39606843	Staff Development Specialist
39606845	Student Assignment Analyst
39606847	Student Information Coord
39606865	Safety and Security Services Coordinator
39606871	Inventory Control Specialist
39606883	Senior Data Reporting Analyst
39606884	Science Refurbishment Ctr Supv
39606885	Science Refurbishment Ctr Supv
39606888	Team Read Project Developer
39606889	Team Read Recruitment & Training Coord

39606892	Network Analyst II
39606905	Research Analyst, SISO
39606919	Telecommunications Analyst II
39606924	Transportation Analyst
39606926	VAX System Administrator
39606928	Work Order Analyst
39606932	Community Spec
39606945	Writer/Publications Specialist
39606947	School to Work Program Analyst
39608060	Distribution Coordinator
39706067	Security Response Specialist
39706068	Security Dispatch/Alarm Monitor
39706384	School Security Specialist
39706498	Grounds Supervisor
39706637	Musical Instrument Repair Tech
39706765	Security Investigator
39706769	Senior Alarm Technician
39709005	Building Caretaker
39709075	Sports Complex Groundskeeper
39709076	Sports Complex Groundskeeper
39709077	Equipment Operator
39709078	Gardener
39709079	Landscape Foreman
39709080	Grounds General Foreman
39709081	Inspector & Liaison Specialist
39709089	Sports Complex Assistant
39709101	Custodial Engineer L
39709102	Custodial Engineer K
39709103	Custodial Engineer J
39709104	Custodial Engineer I
39709105	Custodial Engineer H
39709107	Custodial Operations Specialist
39709110	Head Assistant J
39709114	Mechanical Coordinator L
39709115	Mechanical Coordinator J
39709116	Maintenance Specialist
39709117	Materials/Training Specialist
39709118	Mechanical Coord Trainee
39709120	Assistant Engineer I
39709125	Resource Conservation Specialist
39709131	License Assistant I Mobile AA
39709132	License Assistant I
39709133	License Assistant H

39709141	Assistant Custodian G-Shift 1
39709142	Assistant Custodian G-Shift 2
39709166	Supt Serv Leadperson I
39709167	Supt Serv Technician H
39709395	Off Machine Repair Technician
39709410	Dispatcher
39709466	Warehouse Worker
39709467	Warehouse Worker - Freezer
39709520	Assistant Under 3.5 hrs/day
39709521	Bulk Satellite Manager Under 300
39709522	Assistant Over 3.5 hrs/day
39709574	Lunchroom Assistant Manager
39709575	Bulk Satellite Manager Over 300
39709576	Secondary Manager Under 500
39709577	Elementary III Manager
39709578	Elementary II Manager
39709579	Float Manger
39800106	Senior Transportation Analyst
39800176	Sr. Transportation Analyst
39806165	Buyer
39806176	Business Analyst I
39806177	Business Analyst II
39806178	Business Analyst III
39806179	Business Systems Administrator
39806180	Business Systems Analyst II
39806181	Business Systems Analyst I
39806182	Business Systems Analyst III
39806183	System Support Analyst I
39806184	System Support Analyst II
39806185	System Support Analyst III
39806300	Computer Operator II
39806301	Computer Operator III
39806303	Computer Operator I
39806312	Fiscal Analyst
39806317	Programmer Analyst I
39806324	Data Network Technician
39806329	DP Equipment Operator
39806356	Information Serv Business Analyst I
39806357	Information Serv Business Analyst II
39806358	Information Serv Business Analyst III
39806387	Fiscal & Student Data Tech
39806496	Graphics Specialist
39806499	Computer Support Analyst I

39806520	Instructional Materials Spec
39806521	Network Admin. Project Lead
39806533	Internet Programmer
39806547	Computer Support Analyst I
39806548	Network Analyst I
39806549	Lead Data Control Specialist
39806550	Lead Duplicating Specialist
39806647	Network Analyst I
39806650	Tech Svcs HR/Payroll Application Support Analyst
39806701	Lead Application Systems Analyst
39806724	Programmer III
39806725	Programmer I
39806726	Programmer II
39806736	Programmer Analyst IV
39806760	Waste Mgmt & Recycling Spec
39806778	Senior Payroll Specialist
39806780	Senior Program Evaluator
39806785	Assessment System Analyst
39806786	Value Added System Analyst
39806798	Senior Transportation Analyst
39806815	Specialist Shop Softwares
39806890	Technical Support Analyst III
39806891	Technical Support Analyst I
39806900	Unix System Administrator
39806902	Sr Telecommunications Analyst
39806903	Telecommunications Analyst IV
39806904	Telecommunications Analyst III
39806907	Technical Support Analyst
39806908	Sr Technical Support Analyst
39806912	Tool Crib Storekeeper
39806920	Technical Support Specialist
39806950	Webmaster I
39809470	Drafter
39900003	Administrative Spec Assignment
39906090	Professional Development Operations Supr
39906169	Accounting Supervisor II
39906362	Supervising Analyst, Capital Projects
39906542	Operations Coordinator
39906553	Food Services Quality Control Supervisor
39906649	Nutrition Services Pers Supv
39906701	Lead Application Systems Analyst
39906702	Lead Application Systems Analyst
39906703	Lead Evaluation System Analyst

39906784	Supervisor, Grant Financial Services
39906794	Senior Supervising Accountant
39906803	Bilingual Work-Based Learning Supervisor
39906830	Small Works/HUBS/TAP Manager
39906877	Educ TV Station Supervisor
39906909	Technical Supp Administrator
39906927	Violence Prevention Supervisor
39908001	Assistant Budget Manager
39908002	Assistant Grant Financial Manager
39908003	International Education Prog Administrator
39908004	Assistant Director, Nutrition Services
39908006	Assistant Director, Human Resources
39908007	Dir, Equity/Race Rel/Sch and Comm Support
39908008	Purchasing Manager
39908010	Chief Academic Officer
39908012	Assistant Chief Academic Officer
39908013	Project Lead, School Closure and Consolidation
39908050	Area Custodial Supervisor
39908051	Manager-Assessment Value Added Project
39908052	Manager, Environmental Quality
39908053	Value Added Manager
39908054	Senior Custodial Area Supervisor
39908055	Asst to the Superintendent
39908056	Manager, Fac Planning & School Closure
39908057	Assistant to the Chief Academic Officer
39908059	Parent Involvement Administrator
39908061	Asst Supervisor-Warehouse
39908062	Manager-Transportation
39908068	Director, Equity & Race Relations
39908070	Chief Financial Officer
39908071	Director of Technology Services
39908072	Information Systems Manager
39908073	Director of Student Services
39908074	Director of Instructional Services
39908075	Coordinator of Spec Proj, Financial Svcs
39908100	Coordinator-Customer Service
39908110	Staff Attorney
39908111	Senior Assistant General Counsel
39908112	Assistant General Counsel
39908113	Assistant General Counsel II (Specialized)
39908120	Work Based Learning Prog Supv
39908122	Chief Finance/Operations Officer
39908123	Manager, Ed Tech Research, Eval & Assess

39908125	Manager, School Support
39908126	Assistant Mgr, HR Spec Assignment
39908130	Construction Project Supvr
39908134	Database Administrator II
39908135	Database Administrator III
39908136	Contracts Manager
39908140	Employee Relations Coordinator
39908141	Enrollment Plan/Tech Suppt Mgr
39908142	Supervisor, Health Education
39908148	Labor Relations Negotiator
39908150	Legislative Relations Manager
39908151	Manager, HR, Specialized Assignment
39908153	Community Learning Partnership Supvr
39908155	Family Partnership Supervisor
39908181	Fiscal Operations Coordinator
39908200	Conslt Dir-Strategic Planning
39908202	Information Systems Coordinator
39908203	Manager, Student Services
39908204	Director of School Services
39908205	Director, Highly Capable Services
39908206	Dir of Fiscal Integrity Implementation
39908207	Manager, Fiscal Compliance L&T
39908208	Technical Implementation & Support Manager
39908210	Coord-Education Tech System
39908211	Program Coordinator, Student Intervent
39908212	Conslt Dir-Facilities & Const
39908213	Customer Service Supervisor
39908214	Director-Employee Relations & Compliance
39908215	Director-Information Services
39908217	Director-Labor Relations
39908218	Conslt Dir-Student Support
39908219	Director-Nutrition Services
39908220	DP Production Supervisor
39908221	Teaching and Learning Proj Coord
39908222	Database Administrator
39908225	Operation Coord., Headstart
39908228	Information Serv Project Mgr V
39908229	Information Serv Mgr V
39908230	Environmental Coordinator
39908231	Prog Mgr, School Services Initiatives
39908236	Director-Leg/Cong/Fnd Rel
39908237	Conslt Dir-Human Resources
39908238	Gates Foundation Sch Transf Gt Coord

39908239	General Counsel
39908240	Equipment Repair Supervisor
39908241	Food Service Supervisor
39908242	Manager-Comp & Benefits
39908243	Home/School Community Rel Mgr
39908244	IT Program Manager
39908245	HR PSoft Systems Manager
39908246	Manager-Sr Info Svcs Project
39908247	Manager-Info Services Project
39908248	Information Svcs Proj Mgr II
39908249	Information Svcs Proj Mgr I
39908250	Information Svcs Mgr IV
39908251	Information Svcs Mgr III
39908252	Information Svcs Mgr II
39908253	Information Svcs Mgr I
39908254	Information Svcs Supv III
39908255	Information Svcs Supv II
39908256	Information Svcs Supv I
39908257	Manager, HR Planning and Project Management
39908258	Communications Manager
39908259	Enrollment & Planning Manager
39908261	Manager-Accounting Services
39908262	Manager-AA/WNBE
39908263	Construction Mngr, Fac Dev/Con
39908264	Business Systems Manager
39908265	Manager-Budget
39908266	Manager-Capital Const Program
39908267	Manager-Computer Operations
39908268	Technology Levy Program Manager
39908269	Manager-Customer Support
39908270	Manager-Employment Services
39908272	Manager-Payroll Services
39908273	Manager-Property Management
39908274	Dir-Fac, Dev, Construction, Planning & Enrollmt
39908275	Manager, School-to-Work
39908276	Manager-Risk & Loss Prevention
39908277	Manager-Security
39908278	Enrollment Services Manager
39908279	Manager-Maint/Cust/Grounds
39908280	Program Mngr - Student Support
39908281	Director-Logistics
39908282	Pgm Mgr-Visual/Performing Arts
39908284	Budget Manager I

39908285	Director of Public Affairs
39908286	Prog Mgr, Prevention & Intervention Svcs
39908287	Payroll Supervisor
39908288	Purchasing Manager
39908289	Radio Station Supervisor
39908290	Purchasing Services Supervisor
39908291	Health and Wellness Programs Manager
39908292	Internal Auditor
39908300	Supvr, Family Supt Worker Pgm Svc
39908500	Manager-Special Ed Services
39908510	Coordinator of Loss Cntrl Prg
39908515	Coordinator of Safety Program
39908517	Manager, Professional Development
39908520	Supervisor, Classification & Compensation
39908521	Enrollment and Planning Supervisor
39908522	BEX II Construction Manager
39908525	Manager, Facilities Planning
39908530	Sr. Mgr., Capital Levy Project
39908531	Manager, Facilities Services
39908532	Manager, Facilities/CAP Proj Business Svcs
39908573	Special Assist to the Chief Operating Officer
39908575	SPICE Program Supervisor
39908576	Coordinator-Special Education Operations
39908577	Student Services Operations Coordinator
39908578	Manager,Custodial Services and Grounds
39908579	Senior Budget Analyst II
39908580	At-Risk Program Supervisor
39908581	Custodial Services Manager
39908582	Materials Mgr-Contrac/Purch/Warehse/Mail Svcs
39908583	Employee Asst Supervisor
39908584	Manager-Funding Procurement
39908585	Supervisor-Fixed Asset Acctg
39908586	Supervisor-Intervention Pgms
39908587	Supervisor-Leasing Operations
39908588	Student Asgmnt Hearing Coord
39908589	Assistant Manager, Transportation
39908590	Supervising Budget Analyst
39908591	Supv Personnel/Fin/Stu Data Reporting
39908592	Coord, Prof. Dev. & Spec. Proj
39908593	Supvr, Family Support Wkr Svc
39908595	Manager-Student Info Services
39908596	Supervisor-Utilities & Commun
39908597	Manager,Work/Mgmnt Systems

39908598	Systems & Programming Manager
39908599	Transportation Supervisor
4011	General Benefits Staff
4012	General Benefits Non-staff
4101	FICA Staff
4102	FICA Non-Staff
4201	Retirement Classified Staff
4202	Retirement Classified Non-staff
4211	Retirement Certificated Staff
4212	Retirement Certificated Non-staff
4301	Other Payroll/Insurance Costs-Staff
4302	Other Payroll/Insurance Costs-Non Staff
4401	Medical Benefits Staff
4402	Medical Benefits Non-staff
4501	Union Dues
4502	Union Dues
4601	Other Personnel & Insurance Costs-Staff
4602	Other Personnel and Insurance Costs-Non Staff
4701	Unemployment Staff
4702	Unemployment Non-staff
5020	ASB Transfers
5050	ASB Expenditures
5099	ProfDev-Supplies ALL
5100	Supplies
5101	Grants ROPE Expenditures
5110	Commercial Cataloging
5190	ProfDev Supplies
5200	Postage
5600	Family Suppt Provisions
5601	Textual Materials
5602	Library Materials
5603	Periodicals, Newspapers
5605	PC Software
5606	Minor Equipment Under \$5000
5691	ProfDev Textual Materials
5693	ProfDev Periodicals
5900	Other Supplies
5910	Lunchroom Supplies (pre-fy03, consumable supplies)
5920	Non-consumable Lunchroom Supplies
5930	Food
5950	Bus Fuel
5990	Supply Reserve
5991	Inventory Acct 1411 Adjustment

5992	Inventory Acct 1412 Adjustment
5993	Inventory Acct 1421 Adjustment
5994	Inventory Acct 1422 Adjustment
5995	Inventory Acct 1425 Adjustment
5997	Inventory Acct 1411-Other Adjustments
5998	ProfDev Food
7011	Registration and Membership Dues
7012	Field Trip Admissions
7013	Conference Costs
7020	Chartered Buses
7021	Transit Tokens/Passes
7022	Taxi and Small Bus Services
7030	Telephone/Messenger Svc
7031	Telephone Installation
7040	IKON Copier
7041	Commercial Printing
7050	Miscellaneous Expense
7091	ProfDev Commercial Printing
7099	ProfDev-Other Expenses, ALL
7120	Contractual Services
7140	Misc. Professional Services
7141	Couriers
7142	Newspaper Advertising
7143	Moving Costs
7150	Child Care
7170	Interfund Trsf - In
7171	Interfund Trsf - Out
7190	ProfDev Contractual Services
7200	Legal Consultant/Fees
7210	Electricity-Lights
7220	Electricity-Heat
7230	Gas-Heat
7240	Oil
7250	Garbage Disposal
7260	Water and Sewage
7270	Gas-Other than Heat
7300	Maintenance Contract
7320	Education Specification
7410	Equip and Material Rental
7440	Land and Building Rental
7450	Debt Service Interest
7460	Deb Service Principal
7480	Computer Software Rental

7490	Computer Hardware Rental
7491	ProfDev Rental
7510	Insurance Premiums
7560	Liability Judgements-Loss
7570	Property Loss
7580	Industrial Insurance Settlement
7605	Scholarships and Awards
7610	Governmental Services
7615	Superintendent's Contracts
7620	Surface Water Tax
7630	Court Costs
7640	Election Costs
7690	Data Processing Services
7710	License/Permit Fees
7711	Fines
7760	Charter Buses-Metro
7770	Moving Equipment
7900	Preliminary Investigation
7901	Property Negotiation
7902	Land Acquisition
7903	Arch/Engineering-Basic Svcs
7904	Arch/Engineering-Addit'l Svcs
7905	Arch/Engineering-Change Orders
7906	Arch/Engineering-Reimbursables
7907	Construction Management
7908	Constructability Review
7909	Construction Off-site Work
7910	Testing Materials
7911	Survey/Investig-Topo/Boundary
7912	Survey/Investig-Geo/Technical
7913	Survey/Investig-Haz Materials
7914	Soils Testing
7915	Roof Testing
7916	Building Commissioning
7917	Wash State Sales Tax
7918	Grant Indirect Charges
7919	Indirect Charge Special Project
7920	Preconstruction Services
7950	Bond Sale Expense
7951	Debt Service Late Charges
7952	Bonds Redeemed
7953	Interest on Bonds
7954	Bond Admin Charges

7990	Buyback charges _ Enhanced
7992	Enhanced Buyback Chargeback- Student Services
7993	Enhanced Buyback Chargeback- Instruct. Services
7994	Enhanced Buyback Chargeback- Prof Development
7995	I.S. Service Chargeback
8110	Local Travel
8111	Mileage Reimbursement
8120	Extended Travel
8191	ProfDev Local Travel
8192	ProfDev Extended Travel
9050	Interfund Transfer In
9100	Major Equipment - \$5000 or More
9101	Building Materials
9110	Enterprise Computer Software
9120	Computer Hardware over \$5000
9130	Furniture
9140	Audio Visual Equipment - \$5000 or More
9150	Interfund Transfer Out
9700	Improvement to Buildings
9710	Purchase of Build/Real Estate
9750	New Construction
9751	Remodel Construction
9752	Historic Renovation
9753	Hazardous Materials
9754	Daycare Construction
9755	Construction Contingencies
9756	Demolition
9760	Improvements to Building-Contract
9762	Electricity Conservation
9763	Heating, Ventilation, Air Conditioning